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ABSTRACT

This final report describes a survey by mail questionnaires of 2,993 colleges and universities to determine the uses each institution makes of television in their academic programs. The overall response rate was 94 percent, and the major findings indicated that approximately 71 percent of the institutions surveyed make some use of television, and 61 percent use television for instruction. Of those using it for instruction, 25 percent offer courses over television, and 36 percent use television to supplement existing courses. Findings reported in detail cover variations (1) among types of users, (2) among types of institutions, (3) between sole or primary TV outlets, (4) between consortium members and nonmembers, and (5) among past and future users. Included in the appendices are the survey instrument and responses to survey questions which cover the types and proportions of television use, the distributional outlets, courses offered over television, consortium membership, past and future uses of instructional television, and conditions related to the use of television for instruction. (Author/BK)

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March 1981

# Higher Education Utilization Study

# Phase I: Final Report

by Peter J. Dirr
and Joan H. Katz

Corporation for Public Broadcasting

and
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National Center for Education Statistics

cpb

National Center for Education Statistics

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# To the Reader

With the release of this report, the Corporation for Public Broadcasting (CPB) and the National Center for Education Statistics (NCES) continue their joint program to document and monitor the use of television, radio and related technologies in education.

The Higher Education Utilization Study is the first nationwide study of the use of television by institutions of higher education. A previous study examined the use of television in elementary and secondary schools. Subsequent studies will include radio and other related technologies.

This universe study, involving all colleges and universities in the United States, was conducted with the cooperation of several national higher education associations:

American Association of Community and Junior Colleges (AACJC),

American Association of State Colleges and Universities (AASCU),

Association of American Colleges (AAC),

National Association of State Universities and Land-Grant Colleges (NASULGC), and

National Institute of Independent Colleges and Universities (NIICU).

Their assistance is greatly appreciated.

Robben W. Fleming
*President*
Corporation for
Public Broadcasting

Marie D. Eldridge
*Administrator*
National Center for
Education Statistics

# Acknowledgments

We gratefully acknowledge and appreciate the assistance received from the national higher education associations who participated in this study. Three individuals were outstanding in the assistance they provided: Marilyn Kressel on behalf of the American Association of Community and Junior Colleges, Susan Fratkin on behalf of the National Association of State Universities and Land-Grant Colleges, and Virginia Fadil Hodgkinson on behalf of the National Institute of Independent Colleges and Universities and the Association of American Colleges.

The time taken by thousands of college administrators to respond to the survey form is also greatly appreciated.

We asked three distinguished individuals to review the first draft of this paper: Ms. Dee Brock, Director Adult Learning Programming at PBS; Dr. Hyman Field, Director at Extended Learning Institute at Northern Virginia Community College; and Dr. Marlowe Froke, Director Media and Learning Resources at Pennsylvania State University. We acknowledge with thanks their thoughtful comments and helpful suggestions.

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# A. Introduction

The Higher Education Utilization Study (HEUS) is a joint effort of the Corporation for Public Broadcasting (CPB) and the National Center for Education Statistics (NCES) to examine the uses of television and radio by colleges and universities in the United States.

In this first phase of the study, which dealt only with institutional uses of television, CPB and NCES worked with the American Association of Community and Junior Colleges (AACJC), American Association of State Colleges and Universities (AASCU), Association of American Colleges (AAC), National Association of State Universities and Land-Grant Colleges (NASULGC) and National Institute of Independent Colleges and Universities (NIICU) to conduct a survey of all colleges and universities in the United States. Institutions included in the survey were identified from specific higher education association listings and were compared with institutions listed in NCES' *Education Directory of Colleges and Universities 1977-78.*

There were approximately 3,130 colleges and universities in the United States during 1977-78, as reported in the *Directory.* Coverage for the Phase I survey did not include the following: (a) institutions in outlying areas; (b) U.S. service schools; (c) university system offices which were found to operate no academic programs; (d) closed/merged schools as reported during the survey period; and (e) schools not identified by the national higher education associations.

The total number of deletions (137) reduced the "working universe" to 2,993 institutions.

In spring 1979, letters were sent to the presidents of all colleges and universities in the working universe describing the purpose of the Higher Education Utilitization Study. A copy of the survey instrument (see Appendix A) was enclosed with the letter. Approximately three weeks were allowed for a response.* At that time, a follow-up letter was sent to the non-responding presidents with a new copy of the survey instrument. A third mailing (including another copy of the survey instrument) was made to non-respondents approximately four weeks later.

Finally, data gathering telephone calls were made to non-responding institutions. To minimize the chances of non-respondent bias, follow-up procedures for the telephone calls included classifying all institutions by geographic region, control or affiliation (i.e., public or private), highest level of degree offering (i.e., two-year or four-year), and enrollment size. In all, 144 separate categories or strata were established and response rates for each stratum were monitored. By survey close-out, no less than 90 per cent of all institutions found in any one stratum had returned a survey questionnaire.

The overall response rate for the 2,993 colleges and universities in the working universe was 94 per cent (see Table 1).

** Letters to two-year college presidents were sent by AACJC. Those to four-year public institutions were sent by NASULGC and AASCU. Those to private institutions were sent by AAC and NAICU. The time allowed for response varied slightly from group to group.*

Table 1:
**Working Universe of Colleges and Universities and Response Rates, 1978-79**

| | Total | Type of College | | |
|---|---|---|---|---|
| | | Two-year Colleges | Public Four-year Colleges | Private Four-year Colleges |
| Number of colleges in working universe | 2993 | 1154 | 453 | 1386 |
| Number of colleges responding | 2812 | 1067 | 410 | 1335 |
| Response rate | 94% | 92% | 91% | 96% |

The follow-up procedure and high response rate permit imputation of data for non-respondents with a high degree of confidence. Imputed data for non-respondents, therefore, are included in the estimates presented in this report.

More details on the survey methodology and collection procedures that were used in HEUS Phase I will be found in *Higher Education Utilization Study: Technical Report*, available from the Office of Educational Activities, Corporation for Public Broadcasting.

In spring 1980, CPB and NCES again joined with the national higher education associations to conduct a more in-depth study (HEUS Phase II) of a small sample of colleges and universities. That study includes uses of radio/audio and probes further institutional organization of and support for instructional uses of television and radio. It also includes substantial amounts of information from faculty members and students. Results of HEUS Phase II are expected to be available in 1981.

# B. Summary of Major Findings

This study found that approximately 71 per cent of the 2,993 colleges and universities surveyed make some use of television; 61 per cent use TV for instruction—25 per cent offer courses over television and 36 per cent use television to supplement existing courses.

Seven-hundred thirty-five colleges offered a total of 6,884 courses over television in 1978-79, an average of nine courses per college. Those colleges enrolled 498,000 students in the television courses, an average of 75 per course and 678 TV enrollments per college. Public four-year colleges offered proportionately more courses and enrolled proportionately more students than two-year and private four-year colleges. However, these totals were skewed by a few colleges that offered exceptionally large numbers of courses, enrolling large numbers of students. In reality, the most common experience was for a college to offer a single course over television and enroll 20 students in that course.

The greatest use of television is in public four-year colleges. Those institutions tended to use more campus closed-circuit television than open-circuit broadcast over public or commercial television stations. Public four-year colleges and two-year colleges use television about equally for total courses and supplement/enrichment. Private four-year colleges use television mainly for supplement/enrichment.

On-campus instructional uses of television were about three times as prevalent as off-campus instructional uses, and credit uses were five times as common as non-credit uses. Two-year colleges allocated proportionately more of their effort to off-campus instructional uses and promotion/recruitment than four-year colleges.

Colleges worked with a wide variety of television distribution outlets including campus closed circuit systems (60 per cent), public television stations (47 per cent), cable systems (28 per cent) and commercial stations (25 per cent). The campus closed circuit system was the sole or primary distribution outlet for 42 per cent of the colleges; the public television station served that capacity for 22 per cent of the colleges.

Colleges that worked solely or primarily with broadcast TV outlets tended to allocate larger percentages of their TV efforts to off-campus credit offerings whereas those that worked solely or primarily with cable systems and campus closed-circuit systems tended to focus more on on-campus credit uses.

Public four-year colleges reported offering 65 per cent of their TV courses solely or primarily over campus closed circuit systems, generating 76 per cent of all of their TV course enrollments through those courses. On the other hand, two-

year colleges offered 36 per cent of their TV courses solely or primarily over PTV outlets, generating 64 per cent of all their TV course enrollments.

Television is not new to most colleges. Respondents reported working an average of seven years with their sole or primarily television outlet. Public four-year institutions on the average have the longest history, reporting an average of nine years compared to six years for two-year and private four-year colleges.

Many colleges play an active role in the distribution of telecourses, especially by producing courses and co-producing courses with the television outlet and by acquiring the courses which are distributed. Courses produced by the college itself are most likely to be distributed over cable systems. Colleges that work solely or primarily with PTV stations indicate that the station plays an active role which in some cases includes providing preview facilities and time.

Television consortia seem to be an important emerging institution at some colleges. Consortium membership is related to type of college, specific uses of television, allocation of total TV effort, the number of courses offered over television and the number of students enrolled in those courses. Twenty-eight per cent of all institutions using television for instruction indicated that they were members of a TV consortium. Proportionately more two-year colleges are consortium members (40 per cent compared to 29 per cent for public four-year colleges and 15 per cent for private four-year colleges). Colleges that offer courses over television are more likely to be consortium members than colleges which use television to supplement regular classroom instruction (48 per cent compared to 13 per cent).

Consortium members are more likely to use broadcast distribution than non-consortium members and are more likely to allocate larger proportions of their TV efforts to off-campus instruction, outreach and promotion/recruitment. In 1979-80, consortium members offered 50 per cent more courses over TV than non-members and enrolled 140 per cent more students.

This study found that the major barriers to the use of television for instruction at some colleges are: lack of adequate institutional support; lack of available courses which meet the academic needs and standards of the institution; lack of faculty support for the use of television for instruction. Perhaps not surprisingly, the three factors which contribute most strongly to the use of television for instruction at other colleges are: strong institutional commitment, strong faculty commitment and availability of appropriate courses.

Several factors were found to be related to the opinions and attitudes of respondents from different colleges. Course users (compared to supplemental/enrichment users) tended to be more positive in their reactions to the conditions that affect instructional use of television. For example, 49 per cent of the course users saw the quality of available courses as a contributor compared to only 22 per cent of the supplementary/enrichment users and 11 per cent of the non-instructional users. For course users, lack of faculty commitment was the major barrier whereas for all other respondents lack of institutional support was the major barrier.

Colleges that rely on commercial TV stations seem to be more content with most aspects of television for instruction than institutions which work with other TV outlets. Institutions working primarily or exclusively with public and commercial TV stations cited the early confirmation of air schedules as a positive factor.

Colleges working solely or primarily with their own campus closed circuit systems cited inability to support the systems as a hindrance.

Consortium members perceive the use of television for instruction differently than nonmembers. For consortium members, the major inducements to use television for instruction comes from the fact that available TV courses meet the academic needs and standards of their institutions, they receive high institutional support and faculty commitment, and they can depend on cooperation from owners of the TV outlets. For non-members, the two most positive factors were strong faculty commitment and availability of appropriate courses. Both members and nonmembers agree that the major barriers to the use of television for instruction are lack of faculty commitment and inability of the institution to provide necessary support services. (The fact that some of these conditions appear both as contributing to and hindering the use of television for instruction is an indication that they are important.) Consortium members also felt that the absences of confirmed program schedules, announced far enough in advance of air date, was a further deterrent to the use of television for instruction.

The element of experience with the use of television plays an important role in the extent of use. Those institutions which have used television for instruction in the past are more likely to use it in the future than those that have never used it (61 per cent compared to 30 per cent). Among non-users, private four-year colleges have the least prior experience and the fewest plans to use TV for instruction in the future.

Non-instructional uses of television (i.e., use for counseling, outreach, etc., but not for instruction) might serve as a transition to instructional uses for some colleges. Those institutions that were using television for non-instructional purposes in 1978-79 are more likely to have used television for instruction in the past and to have plans for future instructional uses than those that were not using television at all.

# C. Findings

Appendix B displays the response frequency for each question asked. In this section, relationships among variables are examined. Attention will be paid to the different types of institutions (i.e., two-year colleges, public four-year colleges and universities, private four-year colleges and universities); differences between course users, supplemental users and non-users; consortium members versus non-members; and the effects of working with different types of television outlets.

**1. Variations Among Types of Institutions**

Institutions included in the survey were identified from higher education association listings and, where duplication or confusion existed, were compared with institutions listed in NCES' *Education Directory.* Each institution was classified as two-year college, public four-year college/university or private four-year college/university

Differences were found among the types of institutions in the extent and nature of their uses of television. Table 2 shows that public four-year colleges are most likely to make some use of television while private four-year colleges are least likely to use television. While supplemental/enrichment uses of television is the most frequent overall use, public four-year colleges and two-year colleges are about equally likely to offer total courses over television as they are to use it only as a supplement in courses. Private four-year colleges are least likely to offer courses over television and most likely to use television as a supplement in courses.

Table 2:
**Types of Uses of Television by Type of College, 1978-79 (Asked of All Respondents)**

| | | Type of College | | |
|---|---|---|---|---|
| Use of TV | Total (2993) | Two-year Colleges (1154) | Public Four-year Colleges (453) | Private Four-year Colleges (1386) |
| Not using TV at all | 864 (29%) | 321 (28%) | 37 (8%) | 506 (37%) |
| Making some use of TV | 2129 (71) | 833 (72) | 416 (92) | 880 (63) |
| **Type of Use** | | | | |
| Using *only* for non-instructional purposes | 305 (14) | 88 (11) | 30 (7) | 187 (21) |
| Using TV as instructional supplement | 1089 (51) | 375 (45) | 193 (46) | 521 (59) |
| Offering *courses* over TV | 735 (35) | 370 (44) | 193 (46) | 172 (20) |

Chart 1:
**Types of Uses of Television by Type of College, 1978-79 (Asked of All Respondents)**

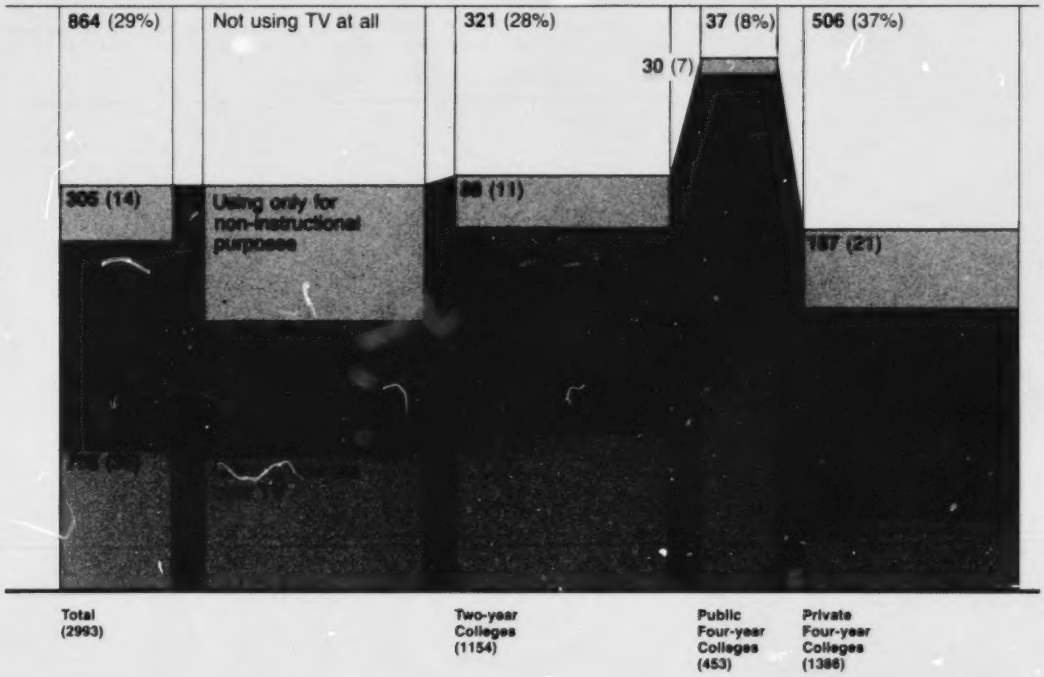



Table 3:
**Specific Uses of Television by Type of College, 1978-79 (Asked of All Respondents)**

**Multiple responses were permitted, so column totals exceed 100 per cent.*

| Use of TV | Total (2993) | Type of College: Two-year Colleges (1154) | Public Four-year Colleges (453) | Private Four-year Colleges (1386) |
|---|---|---|---|---|
| Do not use television in any way | 864 (29%) | 321 (28%) | 37 (8%) | 506 (37%) |
| Making some use of TV | 2129 (71) | 833 (72) | 416 (92) | 880 (63) |
| **Specific Uses** | | | | |
| On-campus instruction | 1685 (79)* | 664 (80)* | 363 (87)* | 658 (75)* |
| Off-campus instruction | 719 (34) | 377 (45) | 195 (46) | 147 (17) |
| Counseling | 928 (44) | 321 (39) | 248 (60) | 359 (41) |
| Outreach | 802 (38) | 338 (41) | 241 (58) | 223 (25) |
| Promotion/recruitment | 868 (41) | 418 (50) | 209 (50) | 241 (27) |
| Staff development | 667 (31) | 304 (36) | 159 (38) | 204 (23) |
| Other | 447 (21) | 118 (14) | 116 (28) | 213 (24) |

Of the six specific uses of television explored, on-campus instructional uses was highest among all three types of institutions. Beyond that, the uses varied by type of institution as shown in Table 3. More two-year colleges use television for promotion and recruitment than for counseling. The reverse is true at public and private four-year colleges. Public four-year colleges make the most use of television for "outreach" purposes (e.g., providing non-instructional services, community forums, or information about the college to the community).

Some variation was also noted in the percentage of each college's total television effort allocated to different uses of television. Table 4 shows that two-year colleges are likely to allocate greater proportions of their TV efforts to off-campus credit instruction (18 per cent) and promotion/recruitment (12 per cent) than four-year colleges. Private four-year colleges, on the other hand, allocate proportionately more of their total TV efforts to on-campus credit instruction (50 per cent).

Table 4:
**Allocation of TV Effort by Type of College, 1978-79 (Asked of Respondents Using Television)**

| Type of Use | Average Portion of Total TV Effort At All Using Colleges (2129) | At Two-tear Using Colleges (833) | At Public Four-year Using Colleges (416) | At Private Four-year Using Colleges (880) |
|---|---|---|---|---|
| On-campus instruction for credit | 44% | 40% | 39% | 50% |
| On-campus instruction not for credit | 8 | 8 | 8 | 7 |
| Off-campus instruction for credit | 11 | 18 | 11 | 4 |
| Off-campus instruction not for credit | 3 | 4 | 5 | 2 |
| Counseling | 7 | 5 | 7 | 9 |
| Outreach | 6 | 5 | 9 | 6 |
| Promotion/recruitment | 9 | 12 | 6 | 8 |
| Other (incl. staff development) | 11 | 7 | 13 | 15 |

Chart 2:
**Allocation of TV Effort by Type of College, 1978-79 (Asked of Respondents Using Television)**

On-campus instruction for credit
On-campus instruction not for credit
Off-campus instruction for credit
Off-campus instruction not for credit
Other
Average Portion of Total TV Effort At All Using Colleges (2129)
At Two-year Using Colleges (833)
At Public Four-year Using Colleges (416)
At Private Four-year Using Colleges (880)

Another area of differences among types of colleges is in the sole or primary TV distribution outlet with which they worked in 1978-79. (See Table 5.) Proportionately fewer private four-year colleges work with their local public TV stations, proportionately more two-year colleges work with local commercial stations. Proportionately more private four-year colleges cited "other" distribution outlets and named specifically videotape playback units, ITFS, satellite systems and teleconferencing. Public four-year colleges have a slightly longer history of working with their television outlets than two-year colleges or private four-year colleges.

Table 5:
**Sole or Primary Television Outlet by Type of College, 1978-79 (Asked for Respondents Using Television for Instruction)**

| | | Type of College | | |
|---|---|---|---|---|
| Type of TV Outlet | Total (1824) | Two-year Colleges (745) | Public Four-year Colleges (386) | Private Four-year Colleges (693) |
| Public TV Station | 393 (22%) | 191 (26%) | 97 (25%) | 105 (15%) |
| Commercial TV Station | 126 (7) | 73 (10) | 21 (6) | 32 (5) |
| Cable System | 163 (9) | 81 (11) | 45 (12) | 37 (5) |
| Campus Closed Circuit System | 770 (42) | 300 (40) | 160 (41) | 310 (45) |
| Other | 372 (20) | 100 (13) | 63 (16) | 209 (30) |
| Number of years working with that outlet: | | | | |
| Mean | 7 | 6 | 9 | 6 |
| Median | 5 | 5 | 7 | 5 |
| Mode | 5 | 5 | 5 | 2 |

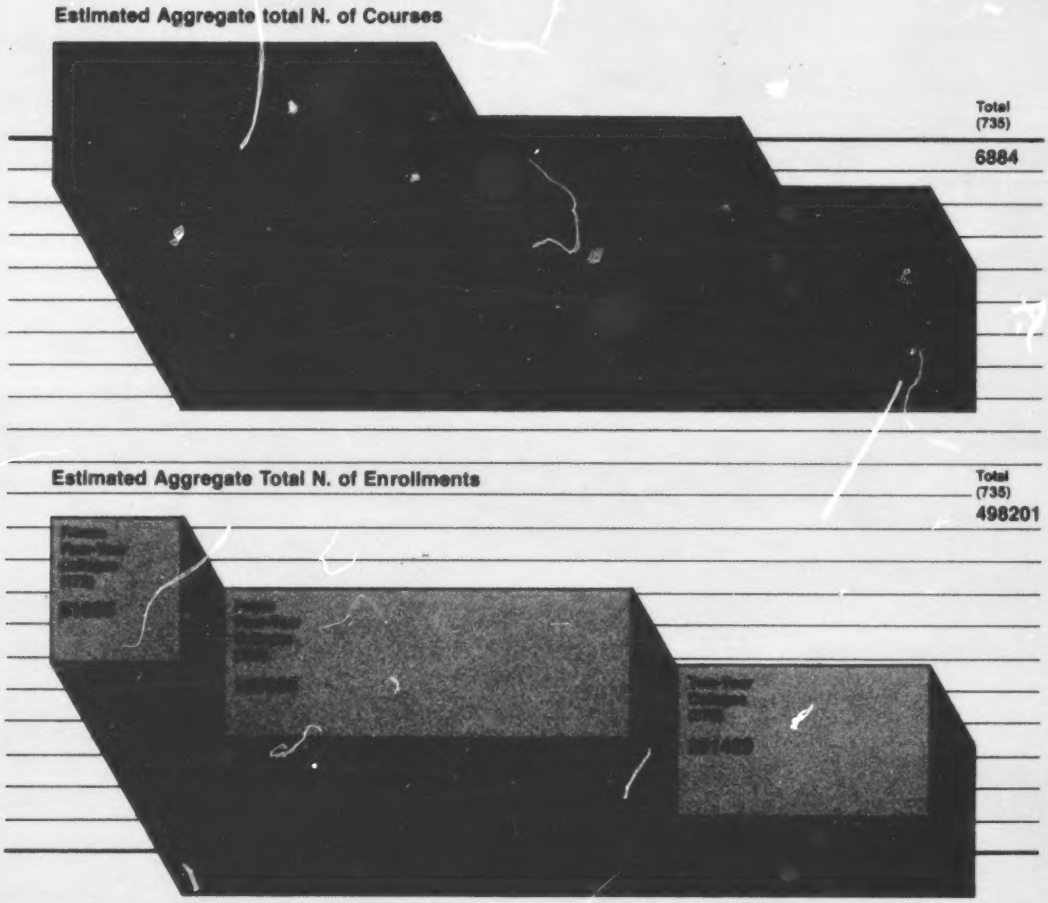
Perhaps the greatest and most important differences among the types of colleges were found in the number of courses offered over television and the number of enrollments generated by those courses. (No attempt was made to define "courses" for the colleges. It is possible, therefore, that the definition varied from college to college.) Public four-year institutions offered proportionately more courses and enrolled proportionately more students than two-year colleges and private four-year colleges combined. (See Table 6.) At public four-year colleges, the average (mean) enrollment per college was 1355 in 15 courses over television. However, even at those institutions the median was 180 enrollments in four courses and the mode was 200 enrollments in a single course. At two-year colleges and private four-year colleges the mode fell to 20 students enrolled in a single course. (These figures emphasize the dangers of citing only "averages" [means]. It would seem that a few institutions reporting unusually high course offerings and enrollments tended to skew the means upward.)

Consortium membership differed substantially among types of colleges as shown in Table 7. Proportionately more two-year colleges were members of TV consortia than either public or private four-year institutions. Further analyses revealed that consortium membership is greatest for two-year colleges which offer *courses* over television (62 per cent). Course offerings over television (vs. supple-

Table 6:
**Course Offerings and Enrollments by Type of College, 1978-79 (Asked of Respondents Offering Courses Over Television)**

| Colleges Courses/Enrollments | Total (735) | Type of College: Two-year Colleges (370) | Public Four-year Colleges (193) | Private Four-year Colleges (172) |
|---|---|---|---|---|
| Estimated Aggregate Total Number of Courses | 6884 | 2402 | 2921 | 1561 |
| Courses Reported Per College | | | | |
| Mean | 9 | 6 | 15 | 9 |
| Median | 4 | 5 | 4 | 2 |
| Mode | 1 | 1 | 1 | 1 |
| Estimated Aggregate Total Number of Enrollments | 498201 | 185684 | 261429 | 51088 |
| Enrollments Reported Per College | | | | |
| Mean | 678 | 502 | 1355 | 297 |
| Median | 100 | 126 | 180 | 46 |
| Mode | 20 | 20 | 200 | 20 |

Chart 3:
**Course Offerings and Enrollments By Type of College, 1978-79 (Asked of Respondents Offering Courses Over Television)**



mental use) had little or no effect on the proportion of public or private four-year colleges which were TV consortium members.

Among colleges *not* using television for instruction in 1978-79, private four-year institutions have the least prior experience with it and the fewest plans to use it for instruction in the future. (See Table 8.) Proportionately more two-year colleges have used television for instruction in the past than public or private four-year colleges. Approximately the same proportions of two-year colleges (42 per cent) and public four-year colleges (44 per cent) plan to use television for instruction in the future.

Table 7:
**Television Consortium Memberships by Type of College, 1978-79 (Asked of Respondents Using Television for Instruction)**

| | Total (1824) | Type of College: Two-year Colleges (745) | Public Four-year Colleges (386) | Private Four-year Colleges (693) |
|---|---|---|---|---|
| Institution is a member of a consortium offering or producing televised courses | 516 (28%) | 300 (40%) | 111 (29%) | 105 (15%) |

Table 8:
**Past and Future Uses of Television For Instruction by Type of College, 1978-79 (Asked of Respondents Not Using Television for Instruction)**

| | Total (1169) | Type of College: Two-year Colleges (409) | Public Four-year Colleges (67) | Private Four-year Colleges (693) |
|---|---|---|---|---|
| Have used television for instruction | 228 (19%) | 112 (27%) | 13 (19%) | 103 (15%) |
| Plan to use television for instruction | 431 (37) | 172 (42) | 30 (44) | 229 (33) |

Table 9:
**Conditions Related to the Use of Television For Instruction by Type of College, 1978-79 (Asked of All Respondents)**

| | Total (2993) | Type of College: Two-Year Colleges (1154) | Public Four-Year Colleges (453) | Private Four-Year Colleges (1386) |
|---|---|---|---|---|
| This institution (is/is not) readily able to provide necessary support services (e.g., faculty contact, flexible registration procedures). | | | | |
| Overall Importance | 62% | 64% | 70% | 57% |
| As a Contributor | 22 | 29 | 30 | 13 |
| As a Hindrance | 40 | 35 | 40 | 44 |
| Our faculty members (are/are not) sympathetic to the use of television for instruction. | | | | |
| Overall Importance | 60 | 62 | 72 | 54 |
| As a Contributor | 27 | 32 | 32 | 21 |
| As a Hindrance | 33 | 30 | 40 | 33 |

Table 9: (continued) **Conditions Related to the Use of Television For Instruction by Type of College 1978-79 (Asked of All Respondents)**

| | | | | |
|---|---|---|---|---|
| There (are/are not) courses available which meet the academic needs and standards of this institution. | | | | |
| Overall Importance | 54% | 57% | 51% | 53% |
| As a Contributor | 26 | 34 | 31 | 17 |
| As a Hindrance | 28 | 23 | 20 | 36 |
| Desirable blocks of time (are/are not) available for airing instructional programs. | | | | |
| Overall Importance | 34 | 46 | 42 | 21 |
| As a Contributor | 15 | 21 | 24 | 6 |
| As a Hindrance | 19 | 25 | 18 | 15 |
| Owners of the TV outlet(s) (are/are not) sympathetic to this institution's goals for television use. | | | | |
| Overall Importance | 30 | 40 | 42 | 17 |
| As a Contributor | 21 | 28 | 33 | 10 |
| As a Hindrance | 9 | 12 | 9 | 7 |
| Program schedules (are/are not) confirmed and announced far enough in advance of air date. | | | | |
| Overall Importance | 28 | 37 | 36 | 17 |
| As a Contributor | 16 | 21 | 24 | 9 |
| As a Hindrance | 12 | 16 | 12 | 8 |
| Print materials designed to accompany televised courses (are/are not) available. | | | | |
| Overall Importance | 25 | 34 | 31 | 15 |
| As a Contributor | 17 | 25 | 21 | 8 |
| As a Hindrance | 8 | 9 | 10 | 7 |
| The TV outlet(s) (are/are not) consistent in the airing of tapes (e.g., programs aired in correct order, infrequent pre-emption). | | | | |
| Overall Importance | 20 | 27 | 28 | 9 |
| As a Contributor | 15 | 20 | 24 | 6 |
| As a Hindrance | 5 | 7 | 4 | 3 |
| The TV outlet(s) (are/are not) consistent in handling tapes properly (e.g., mishandling, damage, and loss of tapes is rare). | | | | |
| Overall Importance | 19 | 25 | 26 | 10 |
| As a Contributor | 15 | 20 | 23 | 7 |
| As a Hindrance | 4 | 5 | 3 | 3 |

The three most important conditions related to the use of television for instruction were institutional support, faculty commitment and available courses. Some variations were noted among respondents' reactions to those conditions as shown in Table 9. The one consistent pattern that seemed to emerge is that proportionately fewer private four-year college respondents tended to check conditions

as contributing to the use of television for instruction. Consequently their ratings of the conditions tend to be weaker and more negative than the ratings provided by respondents from two-year colleges and public four-year colleges.

**2. Variations Among Types of Use**

For these analyses, colleges were forced into one of four discrete categories based on the "highest" level of use: course uses, supplementary instructional uses, non-instructional uses, no use. Since many of the questions on the survey instrument did not apply to non-users or non-instructional users, some of the analyses in this section will (a) involve only some of the respondents or (b) require further collapsing of categories to "user" and "non-user" groups.

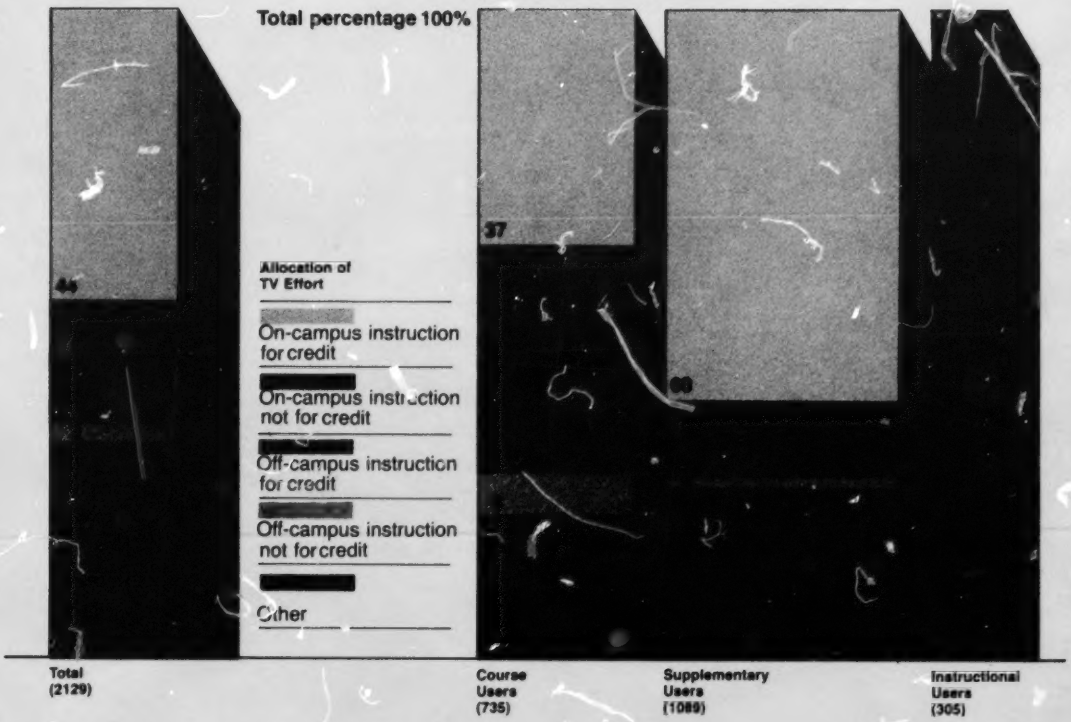
The type of use to which television is put is related to the allocation of TV effort at colleges and universities. Table 10 shows that those colleges and universities that offer courses over television are more likely to split their allocation of TV effort between on-campus (37 per cent) and off-campus (28 per cent) credit-based instruction whereas supplemental users focus their TV effort on on-campus credit uses (60 per cent) and non-instructional users focus their TV effort on promotion/recruitment (32 per cent) and "other" uses (38 per cent) such as staff development, service to the community, interdepartmental information, entertainment and industry contracts.

Table 10: **Allocation of TV Effort by Type of Use, 1978-79 (Asked of Respondents Using Television)**

| Allocation of TV Effort | Total (2129) | Type of Use: Course Users (735) | Supplementary Users (1089) | Non-instructional Users (305) |
|---|---|---|---|---|
| Total percentage | 100% | 100% | 100% | 100% |
| Percentage of total TV effort allocated to: | | | | |
| On-campus instruction for credit | 44 | 37 | 60 | 0 |
| On-campus instruction not for credit | 8 | 7 | 9 | 0 |
| Off-campus instruction for credit | 11 | 28 | 2 | 0 |
| Off-campus instruction not for credit | 3 | 6 | 2 | 0 |
| Counseling | 7 | 5 | 7 | 13 |
| Outreach | 6 | 5 | 5 | 16 |
| Promotion/ Recruitment | 9 | 6 | 6 | 32 |
| Other | 11 | 6 | 8 | 38 |

Only course users and supplementary users were asked to identify their sole or primary TV distribution outlets. Table 11 indicates that supplementary users rely much more heavily on campus closed circuit systems than course users while the latter rely much more heavily on their local public television stations.

Chart 4:
**Allocation of TV Effort by Type of Use, 1978-79 (Asked of Respondents Using Television)**




No relationship was found to exist between the type of use and the number of years a college or university had been working with its sole or primary television outlet. While some variations were found in the characteristics of the relationship between the college and the television outlet (Table 12), the only clear pattern that emerged is that proportionately more course users checked more characteristics than did supplementary users.

Course users are much more likely to be TV consortium members than are supplementary users. The incidence of consortium membership was 48 per cent for course users compared to 13 per cent for supplementary users. (See Table 13).

Among institutions *not* using television for instruction in 1978-79, those that were using it for non-instructional purposes were more likely to have

Table 11:
**Sole or Primary Television Outlet by Type of Use, 1978-79 (Asked of Respondents Using Television for Instruction)**

| Sole or Primary Television Outlet | Total (1824) | Type of Use: Course Users (735) | Type of Use: Supplementary Users (1089) |
|---|---|---|---|
| Public TV Station | 393 (22%) | 263 (36%) | 130 (12%) |
| Commercial TV Station | 126 (7) | 76 (10) | 50 (5) |
| Cable System | 163 (9) | 85 (12) | 78 (7) |
| Campus Closed-circuit system | 770 (42) | 213 (29) | 557 (51) |
| Other | 372 (20) | 98 (13) | 274 (25) |

Chart 5:
**Sole or Primary Television Outlet by Type of Use, 1978-79 (Asked of Respondents Using Television for Instruction)**

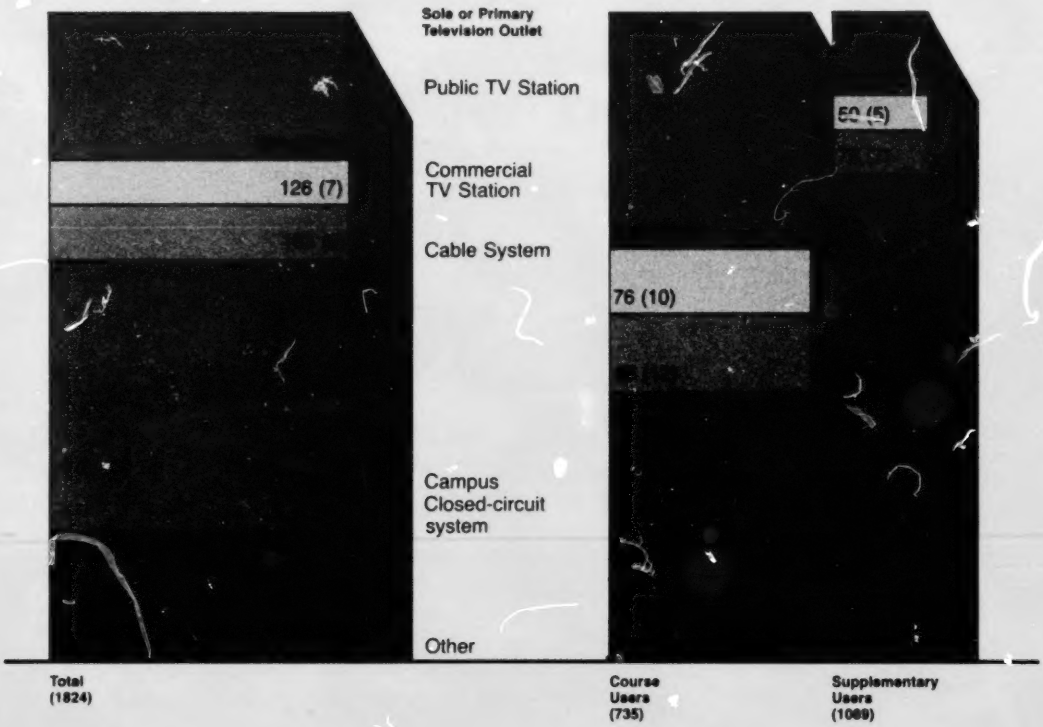



Table 12:
**Relationship With Television Outlet by Type of Use, 1978-79 (Asked of Respondents Using Television for Instruction)**

**Multiple responses were permitted, so column totals exceed 100 per cent.*

| Characteristics of Relationship | Total (1824) | Type of Use: Course Users (735) | Type of Use: Supplementary Users (1089) |
|---|---|---|---|
| College and outlet co-produce | 358 (20%)* | 206 (28%)* | 152 (14%)* |
| College produces using outlet facilities | 431 (24) | 235 (32) | 196 (18) |
| Outlet airs programs acquired by college | 523 (29) | 216 (43) | 207 (19) |
| Outlet airs programs produced by college | 566 (31) | 294 (40) | 272 (25) |
| Outlet acquires programs for college | 289 (16) | 191 (26) | 98 (9) |
| Outlet selects programs, college offers credit | 322 (18) | 257 (35) | 65 (6) |
| Outlet provides course promotion time | 289 (16) | 213 (29) | 76 (7) |
| Outlet provides preview time and facilities | 335 (18) | 215 (29) | 120 (11) |
| Outlet provides dubbing | 307 (17) | 175 (24) | 131 (12) |
| Outlet provides support materials | 244 (13) | 137 (19) | 107 (10) |
| Outlet provides other services | 412 (23) | 157 (21) | 255 (23) |

Table 13: **Television Consortium Membership by Type of Use, 1978-79 (Asked of Respondents Using Television for Instruction)**

| | Total (1824) | Type of Use: Course Users (735) | Type of Use: Supplementary Users (1089) |
|---|---|---|---|
| Institutions is a member of consortium offering or producing televised courses. | 503 (28%) | 356 (48%) | 147 (13%) |

Table 14: **Past And Future Uses of Television for Instruction by Type of Use, 1978-79 (Asked of Respondents Not Using Television for Instruction)**

| | Total (1169) | Type of Use: Nonusers (864) | Type of Use: Non-instructional Users (305) |
|---|---|---|---|
| Have used television for instruction | 228 (19%) | 155 (18%) | 73 (24%) |
| Plan to use television for instruction | 431 (37) | 297 (34) | 134 (44) |

used it for instruction in the past and more likely to have plans to use it for instruction in the future. (See Table 14.) Almost twice as many institutions in both groups have plans to use television for instruction compared to those who claim previous instructional uses.

Interesting differences emerged in respondents' perceptions of conditions contributing to and hindering the use of television for instruction when broken down by type of use. (See Table 15.) Lack of institutional support was seen as the largest barrier by all groups except course users; they saw lack of faculty commitment as the greatest barrier. Course users also tended to be more positive in their reactions to the conditions than did other types of users. For example, 49 per cent of the course users saw the quality of available courses as a contributor compared to only 22 per cent of the supplementary users, 11 per cent of non-instructional users. The same phenomenon is noted in regards to all other conditions included on the list.

### 3. Variations Among Sole or Primary TV Outlets

The relationship between sole/primary TV outlet and types of use has already been described. However, the selection of sole/primary TV outlet also affects the allocation of total TV effort as shown in Table 16. Colleges and universities that work solely or primarily with public and commercial television stations allocate a larger proportion of their total TV effort to off-campus credit-based instruction whereas those that work with cable, closed circuit or "other" systems (most of which are campus-based systems) allocate higher portions of their total TV efforts to on campus credit-based instruction. Commercial television stations and cable systems play the largest roles in outreach and promotion/recruitment.

Table 15: **Conditions Related to the Use of Television For Instruction by Type of Use, 1978-79 (Asked of All Respondents)**

| | Total (2993) | Type of Use: Non-users (864) | Course Users (735) | Supplemental Users (1089) | Non-instructional Users (305) |
|---|---|---|---|---|---|
| There (are/are not) courses available which meet the academic needs and standards of this institution. | | | | | |
| Overall Importance | 54% | 50% | 69% | 50% | 37% |
| Contributor | 26 | 12 | 49 | 22 | 11 |
| Hindrance | 28 | 38 | 20 | 28 | 26 |
| Owners of the TV outlet(s) (are/are not) sympathetic to this institution's goals for television use. | | | | | |
| Overall Importance | 30 | 16 | 51 | 26 | 20 |
| Contributor | 21 | 5 | 42 | 17 | 14 |
| Hindrance | 9 | 11 | 9 | 9 | 6 |
| Our faculty members (are/are not) sympathetic to the use of television for instruction. | | | | | |
| Overall Importance | 60 | 40 | 75 | 64 | 53 |
| Contributor | 27 | 11 | 41 | 30 | 17 |
| Hindrance | 33 | 29 | 34 | 34 | 36 |
| Desirable blocks of time (are/are not) available for airing instructional programs. | | | | | |
| Overall Importance | 34 | 21 | 54 | 30 | 25 |
| Contributor | 15 | 6 | 31 | 10 | 8 |
| Hindrance | 19 | 15 | 23 | 20 | 17 |
| The TV outlet(s) (are/are not) consistent in handling tapes properly (e.g., mishandling, damage, and loss of tapes is rare). | | | | | |
| Overall Importance | 19 | 7 | 34 | 17 | 10 |
| Contributor | 15 | 4 | 29 | 14 | 7 |
| Hindrance | 4 | 3 | 5 | 3 | 3 |
| The TV outlet(s) (are/are not) consistent in the airing of tapes (e.g., programs aired in correct order, infrequent preemption). | | | | | |
| Overall Importance | 20% | 8% | 38% | 16% | 10% |
| Contributor | 15 | 3 | 31 | 12 | 7 |
| Hindrance | 5 | 5 | 7 | 4 | 3 |
| Program schedules (are/are not) confirmed and announced far enough in advance of air date. | | | | | |
| Overall Importance | 28 | 11 | 53 | 24 | 16 |
| Contributor | 16 | 3 | 34 | 14 | 9 |
| Hindrance | 12 | 8 | 19 | 10 | 7 |

Table 15: (Continued) **Conditions Related to the Use of Television For Instruction by Type of Use, 1978-79 (Asked of All Respondents)**

| | | | | | |
|---|---|---|---|---|---|
| Print materials designed to accompany televised courses (are/are not) available. | | | | | |
| Overall Importance | 25% | 11% | 48% | 21% | 16% |
| Contributor | 17 | 5 | 40 | 11 | 8 |
| Hindrance | 8 | 6 | 8 | 10 | 8 |
| This institution (is/is not) readily able to provide necessary support services (e.g., faculty contact, flexible registration procedures). | | | | | |
| Overall Importance | 62 | 61 | 66 | 58 | 67 |
| Contributor | 22 | 10 | 44 | 16 | 13 |
| Hindrance | 40 | 51 | 22 | 42 | 54 |

Table 16: **Allocation of TV Effort by Sole or Primary TV Outlet, 1978-79 (Asked of Respondents Using Television for Instruction)**

| | | Sole or Primary TV Outlet | | | | |
|---|---|---|---|---|---|---|
| **Allocation of TV Effort** | **Total (1824)** | **Public TV Station (393)** | **Commercial TV Station (126)** | **Cable System (163)** | **Campus Closed-circuit System (770)** | **Other (372)** |
| Total percentage | 100% | 100% | 100% | 100% | 100% | 100% |
| Percentage allocated to: | | | | | | |
| On-campus instruction for credit | 43 | 29 | 18 | 32 | 57 | 51 |
| On-campus instruction not for credit | 9 | 6 | 7 | 6 | 11 | 10 |
| Off-campus instruction for credit | 17 | 34 | 32 | 16 | 6 | 12 |
| Off-campus instruction not for credit | 4 | 7 | 6 | 7 | 3 | 3 |
| Counseling | 5 | 3 | 4 | 6 | 6 | 6 |
| Outreach | 6 | 6 | 7 | 14 | 4 | 3 |
| Promotion/ recruitment | 7 | 6 | 19 | 11 | 5 | 4 |
| Other | 8 | 10 | 6 | 8 | 7 | 11 |

Characteristics describing the relationship between the college and the TV outlet vary depending on what the sole or primary outlet is. Table 17 shows that colleges and universities that work solely or primarily with cable TV systems are most likely to have their own productions shown on that outlet, even more than those colleges and universities that work solely or primarily with their own campus closed-circuit systems. On the other hand, public TV outlets are more prone to take an active role in selecting and acquiring programs than are the other types of TV outlets. Public TV stations also provide preview facilities and time more than the other types of TV outlets.

It should be noted, that in this study no attempt was made to distinguish

among types of courses over television. It is possible that the relationship between the college and TV outlet is different for "wrap-around" courses such as *Adams Chronicles* and *Cosmos* than for courses produced for television such as *The Growing Years* or *American Government*.

The relationship between sole/primary TV outlet and course offerings and enrollments, differs among the types of colleges. Table 18 indicates that 65 per cent

Chart 6:
**Allocation of TV Effort by Sole or Primary TV Outlet, 1978-79 (Asked of Respondents Using Television for Instruction)**

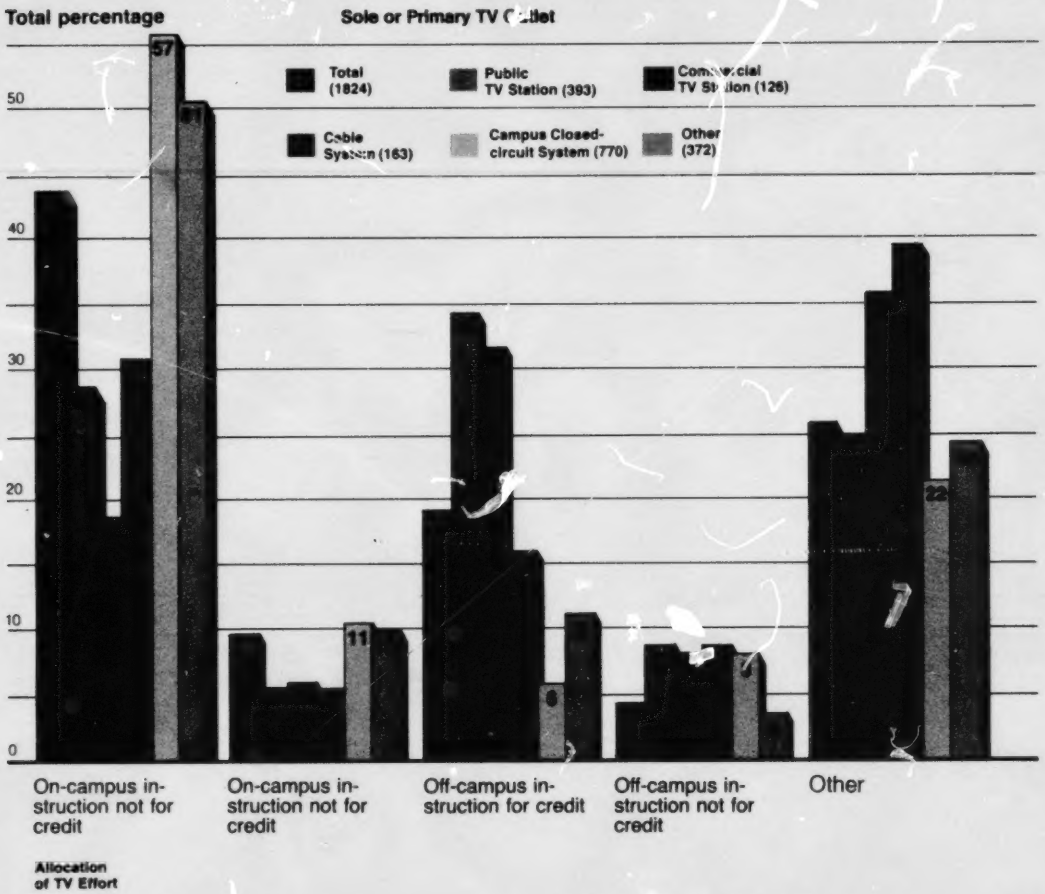



Table 17:
**Relationship With Television Outlet by Sole or Primary TV Outlet, 1978-79 (Asked of Respondents Using Television for Instruction)**

* *Multiple responses permitted, so column totals exceed 100 per cent.*

| | Sole or Primary TV Outlet | | | | | |
|---|---|---|---|---|---|---|
| | Total (1824) | Public TV Station (393) | Commercial TV Station (126) | Cable System (163) | Campus Closed-circuit System (770) | Other (372) |
| a. College and outlet coproduce programs. | 20%* | 26%* | 25%* | 19%* | 27%* | 18%* |
| b. College produces programs using outlet facilities. | 24 | 19 | 21 | 31 | 36 | 20 |
| c. Outlet airs programs acquired by colleges. | 34 | 40 | 40 | 48 | 40 | 23 |

Table 17: (Continued) **Relationship With Television Outlet by Sole or Primary TV Outlet, 1978-79 (Asked of Respondents Using Television for Instruction)**

| | | | | | | |
|---|---|---|---|---|---|---|
| d. Outlet airs programs produced by colleges. | 34 | 25 | 32 | 55 | 47 | 30 |
| e. Outlet acquires programs on behalf of college. | 16 | 29 | 7 | 7 | 22 | 15 |
| f. Outlet airs programs it selects and lets college offer them for credit. | 18 | 51 | 21 | 11 | 11 | 18 |
| g. Outlet provides promotion time for instructional programs. | 16 | 33 | 32 | 29 | 14 | 5 |
| h. Outlet provides college with preview facilities and time. | 18 | 36 | 12 | 5 | 26 | 14 |
| i. Outlet provides colleges with dubbing services. | 17 | 30 | 17 | 5 | 28 | 13 |
| j. Outlet provides colleges (or student directly) with support materials (e.g., study guides). | 13 | 20 | 8 | 5 | 16 | 19 |
| k. Outlet provides other services to college or students. | 23 | 20 | 32 | 21 | 19 | 21 |

Table 18: **Reported Course Offerings by Sole or Primary TV Outlet and Type of College, 1978-79 (Asked of Respondents Reporting TV Course Offerings)**

| Sole or Primary TV Outlet | Type of College: All Colleges (735) | Two-year Colleges (370) | Public Four-year Colleges (193) | Private Four-year Colleges (172) |
|---|---|---|---|---|
| All Outlets | 6884 (100%) | 2402 (100%) | 2921 (100%) | 1561 (100%) |
| Public TV Station | 1496 (22) | 872 (36) | 493 (17) | 99 (6) |
| Commercial TV Station | 410 (6) | 312 (13) | 60 (2) | 30 (2) |
| Cable System | 421 (6) | 293 (12) | 96 (3) | 22 (1) |
| Campus Closed-circuit System | 3208 (47) | 620 (26) | 1892 (65) | 692 (44) |
| Other | 1349 (20) | 305 (13) | 380 (13) | 718 (46) |

*Notes:*

*1. "All Colleges" includes only those which reported offering courses over television.*

*2. The number outside the parentheses is the number of courses reported; the number inside the parentheses is the percentage of all courses reported by a particular type of college.*

Table 19:
**Reported TV Course Enrollments by Sole or Primary TV Outlet and Type of College, 1978-79 (Asked of Respondents Reporting TV Course Offerings)**

| Sole or Primary TV Outlet | Type of College: All Colleges (735) | Two-year Colleges (370) | Public Four-year Colleges (193) | Private Four-year Colleges (172) |
|---|---|---|---|---|
| All TV Outlets | 498201 (100%) | 185684 (100%) | 261429 (100%) | 51088 (100%) |
| Public TV Station | 154243 (31) | 119739 (64) | 33480 (13) | 2738 (5) |
| Commercial TV Station | 37265 (7) | 27338 (15) | 7425 (3) | 2728 (5) |
| Cable System | 21672 (4) | 11495 (6) | 9621 (4) | 475 (1) |
| Campus Closed-circuit System | 257919 (52) | 18255 (10) | 198462 (76) | 38649 (76) |
| Other | 27102 (5) | 8857 (5) | 12441 (5) | 6489 (12) |

*Notes:*

*1. "All Colleges" includes only those that reported offering courses over television.*

*2. The number outside the parentheses is the number of TV course enrollments reported; the number inside the parentheses is the percentage of all enrollments reported by a particular type of college.*

Chart 7
**Reported Course Offerings by Sole or Primary TV Outlet and Type of College, 1978-79 (Asked of Respondents Reporting TV Course Offerings)**

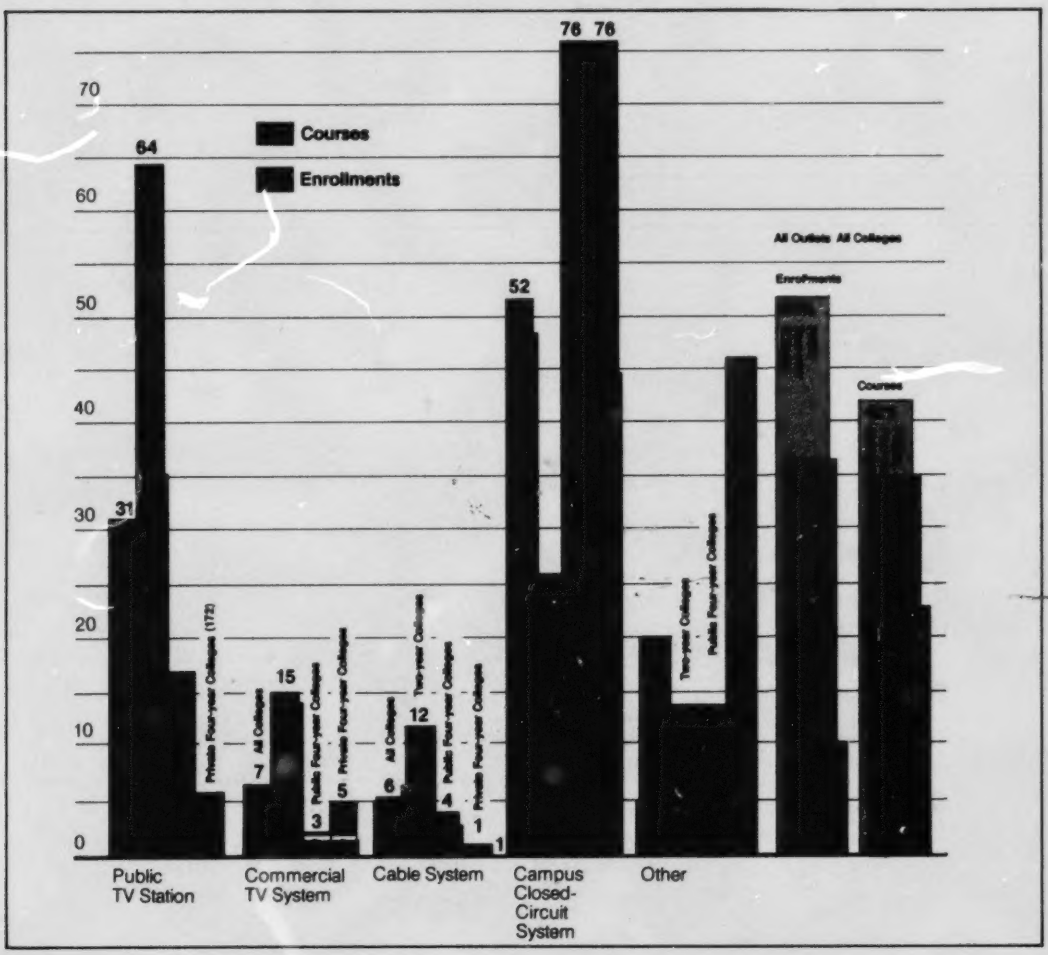


Table 20: **Television Consortium Membership by Sole or Primary TV Outlet, 1978-79 (Asked of Respondents Using Television for Instruction)**

| | | Sole or Primary TV Outlet | | | | |
|---|---|---|---|---|---|---|
| | Total (1824) | Public TV Station (393) | Commercial TV Station (126) | Cable System (163) | Circuit System (770) | Other (372) |
| Institution is a member of a consortium offering or producing televised courses. | 514 (28%) | 191 (49%) | 66 (52%) | 52 (32%) | 136 (18%) | 70 (19%) |

of all the courses offered over television by public four-year colleges were offered by colleges that worked solely or primarily with their campus closed circuit systems. Those courses generated 76 per cent of all the TV course enrollments reported by public four-year colleges (Table 19). On the other hand, 36 per cent of all the courses offered over television by two-year colleges were offered by colleges that worked solely or primarily with public TV stations. Those courses generated 64 per cent of all the TV course enrollments reported by two-year colleges. Private colleges use "other" distribution outlets for more courses but generate most of their enrollments from their campus closed circuit systems. Tables 18 and 19 show subtle differences in the way in which types of colleges use television outlets.

Consortium membership is also related to the choice of distribution outlet. Colleges that work solely or primarily with broadcast outlets (public and commercial TV stations) are much more likely to be consortium members than colleges that work with cable or campus closed circuit systems (Table 20).

Table 21: **Conditions Related to the Use of Television For Instruction by Sole or Primary TV Outlet, 1978-79 (Asked of Respondents Using Television for Instruction)**

| | | Sole or Primary TV Outlet | | | | |
|---|---|---|---|---|---|---|
| | Total (1824) | Public TV Station (393) | Commercial TV Station (126) | Cable System (163) | Campus Closed-circuit System (770) | Other (372) |
| There (are/are not) courses available which meet the academic needs and standards of this institution. | | | | | | |
| Overall Importance | 61% | 70% | 79% | 60% | 54% | 56% |
| Contributor | 40 | 49 | 60 | 45 | 33 | 25 |
| Hindrance | 21 | 21 | 19 | 15 | 21 | 31 |
| Owners of the TV outlet(s) (are/are not) sympathetic to this institution's goals for television use. | | | | | | |
| Overall Importance | 46 | 54 | 60 | 64 | 37 | 32 |
| Contributor | 36 | 43 | 50 | 58 | 27 | 21 |
| Hindrance | 10 | 11 | 10 | 6 | 10 | 11 |

Table 21: (Continued) **Conditions Related to the Use of Television For Instruction by Sole or Primary TV Outlet 1978-79 (Asked of Respondents Using Television for Instruction)**

| | | | | | | |
|---|---|---|---|---|---|---|
| Our faculty members (are/are not) sympathetic to the use of television for instruction. | | | | | | |
| Overall Importance | 72% | 68% | 68% | 79% | 74% | 72% |
| Contributor | 38 | 34 | 44 | 45 | 37 | 38 |
| Hindrance | 34 | 34 | 24 | 34 | 37 | 34 |
| Desirable blocks of time (are/are not) available for airing instructional programs. | | | | | | |
| Overall Importance | 50 | 61 | 64 | 60 | 42 | 34 |
| Contributor | 26 | 33 | 23 | 39 | 21 | 17 |
| Hindrance | 24 | 28 | 41 | 21 | 21 | 17 |
| The TV outlet(s) (are/are not) consistent in handling tapes properly (e.g., mishandling, damage, and loss of tapes is rare). | | | | | | |
| Overall Importance | 31 | 37 | 46 | 40 | 27 | 18 |
| Contributor | 27 | 33 | 37 | 36 | 23 | 14 |
| Hindrance | 4 | 4 | 9 | 4 | 4 | 4 |
| The TV outlet(s) (are/are not) consistent in the airing of tapes (e.g., programs aired in correct order, infrequent preemption). | | | | | | |
| Overall Importance | 33 | 44 | 50 | 41 | 23 | 22 |
| Contributor | 26 | 35 | 41 | 34 | 18 | 17 |
| Hindrance | 7 | 9 | 9 | 7 | 5 | 5 |
| Program schedules (are/are not) confirmed and announced far enough in advance of air date. | | | | | | |
| Overall Importance | 44 | 61 | 59 | 47 | 32 | 31 |
| Contributor | 28 | 38 | 43 | 28 | 20 | 20 |
| Hindrance | 16 | 23 | 16 | 19 | 12 | 11 |
| Print materials designed to accompany televised courses (are/are not) available. | | | | | | |
| Overall Importance | 39 | 50 | 53 | 42 | 32 | 30 |
| Contributor | 29 | 40 | 43 | 28 | 22 | 21 |
| Hindrance | 10 | 10 | 10 | 14 | 10 | 9 |
| This institution (is/is not) readily able to provide necessary support services (e.g., faculty contact, flexible registration procedures). | | | | | | |
| Overall Importance | 66 | 62 | 70 | 75 | 62 | 75 |
| Contributor | 34 | 39 | 49 | 43 | 27 | 29 |
| Hindrance | 32 | 23 | 21 | 32 | 35 | 46 |

The sole or primary TV outlet is related to the perceptions of factors contributing to the use of television for instruction. (See Table 21.) Institutions that rely on commercial TV stations seem to be more content with most aspects of television

for instruction than institutions which work with other TV outlets. One exception to this is in the blocks of time available to air courses—institutions that work solely or primarily with their local commercial TV stations frequently cited available time blocks as a major hindrance. Other major differences include: institutions working with public and commercial stations cited the early confirmation of air schedules as a positive factor (also as a negative factor in the case of public TV); institutions working with their own CCTV systems cited inability to support the systems as a hindrance.

**4. Variations Between Consortium Members And Non-Members**

Consortium membership was found to be related to specific uses of television, allocation of total TV effort, number of courses offered over television, enrollments in those courses and perceptions of factors contributing to or hindering the use of television for instruction.

Table 22 shows that proportionately more consortium members tended to use television for off-campus instruction, outreach, and promotion and recruitment while more non-consortium members used television for on-campus instruction. A similar pattern is found in the allocation of effort to television (Table 23). Consortium members tended to allocate more of their television resources to off-campus credit instruction while non-members allocated more of their resources to on-campus credit instruction.

Perhaps the greatest area in which consortium membership makes a difference is in TV course offerings and enrollments. (See Table 24.) Consortium members offered 50 per cent more courses over television than non-members and enrolled 140 per cent more students in those courses.

The relationship between a college and the sole or primary TV outlet differs for consortium members and non-members. (See Table 25.) Consortium members consistently checked more descriptors than non-members.

Table 22:
**Types of Television Uses by Consortium Membership, 1978-79 (Asked of Respondents Using Television for Instruction)**

* *Multiple responses were permitted, so column totals exceed 100 per cent.*

| Types of TV Uses | Total (1824) | Consortium Members (514) | Non-members (1310) |
|---|---|---|---|
| On-campus instruction | 92%* | 83%* | 95%* |
| Off-campus instruction | 41 | 66 | 31 |
| Counseling | 46 | 45 | 47 |
| Outreach | 39 | 45 | 37 |
| Promotion/recruitment | 41 | 47 | 38 |
| Staff development | 33 | 37 | 32 |
| Other | 18 | 16 | 19 |

Table 23:
**Allocation of TV Effort by Consortium Membership, 1978-79 (Asked of Respondents Using Television for Instruction)**

| Allocation of TV Effort | Total (1824) | Consortium Members (514) | Non-members (1310) |
|---|---|---|---|
| Total percentage | 100% | 100% | 100% |
| Percentage of total TV effort allocated to: | | | |
| On-campus instruction for credit | 50 | 38 | 55 |
| On-campus instruction not for credit | 8 | 1 | 9 |
| Off-campus instruction for credit | 14 | 29 | 8 |
| Off-campus instruction not for credit | 4 | 5 | 3 |
| Counseling | 6 | 4 | 6 |
| Outreach | 5 | 5 | 5 |
| Promotion/recruitment | 6 | 5 | 6 |
| Other | 7 | 6 | 8 |

Table 24:
**Course Offerings and Enrollments by Consortium Membership, 1978-79 (Asked of Respondents Using Television for Instruction)**

| | Total (1824) | Consortium Members (514) | Non-members (1310) |
|---|---|---|---|
| Average number of courses per college offered over television. | 9 | 12 | 8 |
| Average enrollments per college in courses over television. | 834 | 1200 | 500 |

Table 25:
**Relationship With Television Outlet by Consortium Membership, 1978-79 (Asked of Respondents Using Television for Instruction)**

| Characteristics of Relationship | Total (1824) | Consortium Members (514) | Non-members (1310) |
|---|---|---|---|
| College and Outlet coproduce | 20%* | 24%* | 19%* |
| College produces using outlet facilities | 24 | 29 | 24 |
| Outlet airs programs acquired by college | 29 | 48 | 24 |
| Outlet airs programs produced by college | 31 | 38 | 30 |
| Outlet acquires programs for college | 16 | 29 | 13 |
| Outlet selects programs, college offers credit | 18 | 33 | 14 |
| Outlet provides course promotion time | 16 | 30 | 12 |
| Outlet provides preview time and facilities | 18 | 32 | 15 |
| Outlet provides dubbing | 17 | 25 | 15 |
| Outlet provides support materials | 13 | 19 | 13 |
| Outlet provides other services | 23 | 23 | 24 |

* *Multiple responses were permitted, so column totals exceed 100 per cent.*

The differences were especially high for the following descriptors, with proportionately more consortium members checking them than non-consortium members:

- outlet airs programs acquired by college
- outlet acquires programs for college
- outlet selects programs, college offers credit
- outlet provides course promotion time
- outlet provides preview time and facilities

It would seem for the descriptors that there is a pattern of close cooperation between the consortium members and the TV outlets with which they work.

Table 26 shows that there are also different perceptions between consortium members and non-members about the importance of various conditions related to the use of television for instruction. In the eyes of consortium members, the major *inducement* to use television for instruction comes from the fact that available TV courses meet the academic needs and standards of their institutions. This is complemented by the additional conditions of: high institutional support, cooperation from owners of the TV outlets, availability of print materials, and faculty commitment. Response from consortium non-members was less strong and less positive. The two most positive factors at non-members institutions were faculty commitment and availability of appropriate TV courses.

Table 26: **Conditions Related to the Use of Television For Instruction by Consortium Membership, 1978-79 (Asked of All Respondents Using Television for Instruction)**

| | Total (1824) | Consortium Members (514) | Non-members (1310) |
|---|---|---|---|
| This institution (is/is not) readily able to provide necessary support services (e.g., faculty contact, flexible registration procedures). | | | |
| Overall Importance | 63% | 70% | 60% |
| As a Contributor | 29 | 45 | 22 |
| As a Hindrance | 34 | 25 | 38 |
| Our faculty members (are/are not) sympathetic to the use of television for instruction. | | | |
| Overall Importance | 70 | 75 | 67 |
| As a Contributor | 36 | 40 | 34 |
| As a Hindrance | 34 | 35 | 33 |
| There (are/are not) courses available which meet the academic needs and standards of this institution. | | | |
| Overall Importance | 59 | 73 | 54 |
| As a Contributor | 35 | 52 | 28 |
| As a Hindrance | 24 | 21 | 26 |

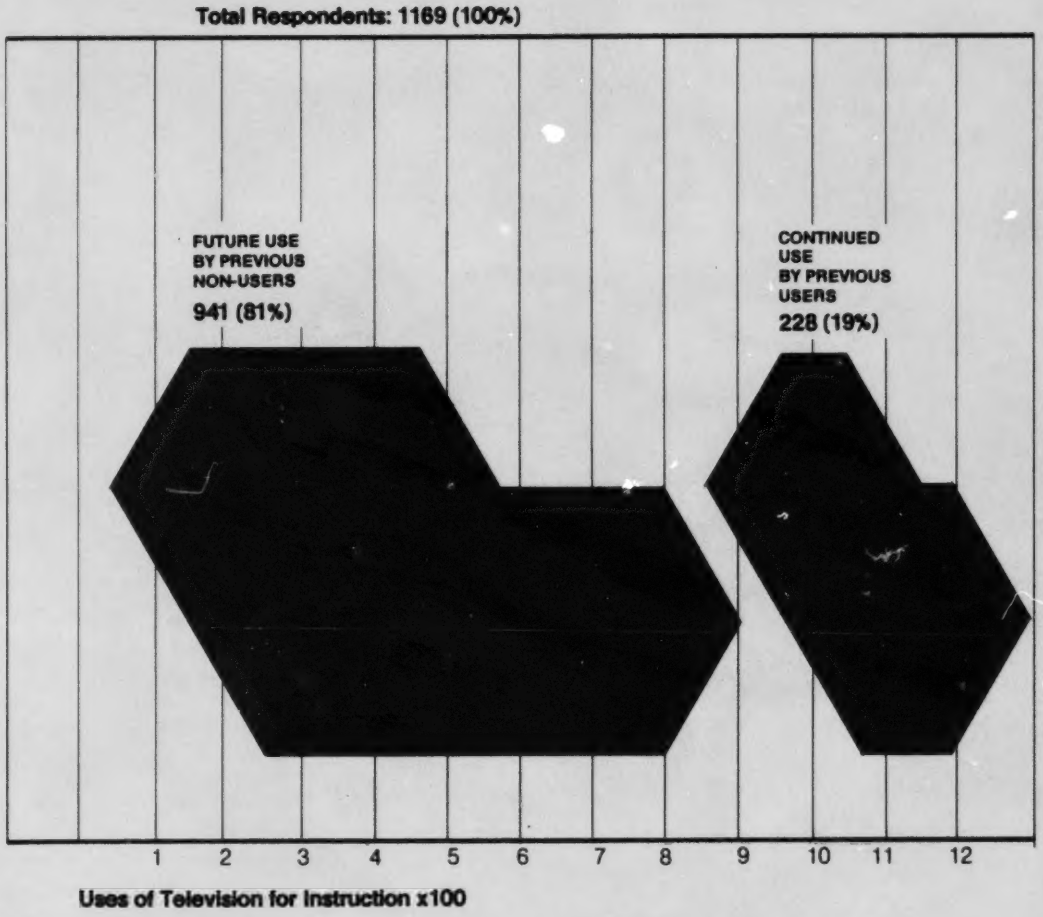
Table 26: (Continued) **Conditions Related to the Use of Television For Instruction by Consortium Membership, 1978-79 (Asked of All Respondents Using Television for Instruction)**

| | | | |
|---|---|---|---|
| Desirable blocks of time (are/are not) available for airing instructional programs. | | | |
| Overall Importance | 42% | 55% | 34% |
| As a Contributor | 20 | 30 | 14 |
| As a Hindrance | 22 | 25 | 20 |
| Owners of the TV outlet(s) (are/are not) sympathetic to this institution's goals for television use. | | | |
| Overall Importance | 38 | 54 | 32 |
| As a Contributor | 29 | 44 | 23 |
| As a Hindrance | 9 | 10 | 9 |
| Program schedules (are/are not) confirmed and announced far enough in advance of air date. | | | |
| Overall Importance | 38 | 60 | 29 |
| As a Contributor | 23 | 36 | 18 |
| As a Hindrance | 15 | 24 | 11 |
| Print materials designed to accompany televised courses (are/are not) available. | | | |
| Overall Importance | 34 | 53 | 26 |
| As a Contributor | 25 | 43 | 17 |
| As a Hindrance | 9 | 10 | 9 |
| The TV outlet(s) (are/are not) consistent in the airing of tapes (e.g., programs aired in correct order, infrequent preemption). | | | |
| Overall Importance | 26 | 43 | 19 |
| As a Contributor | 21 | 35 | 15 |
| As a Hindrance | 5 | 8 | 4 |
| The TV outlet(s) (are/are not) consistent in handling tapes properly (e.g., mishandling, damage, and loss of tapes is rare). | | | |
| Overall Importance | 25 | 40 | 19 |
| As a Contributor | 21 | 34 | 16 |
| As a Hindrance | 4 | 6 | 3 |

Table 27: **Past Uses of Television for Instruction By Future Uses, 1978-79**

| Past Uses | Total | Future Plans: Yes | Future Plans: No |
|---|---|---|---|
| Yes | 228 | 138 (61%) | 90 (39%) |
| No | 941 | 293 (31) | 648 (69) |
| Total | 1169 | 431 | 738 |

Chart 8:
**Past Uses of Television for Instruction by Future Uses, 1978-79**




On the negative side, there was more agreement between consortium members and non-members. Leading the top of the list of *constraints* for each group were lack of faculty commitment and inability of the institution to provide necessary support services. Also high on both lists were the lack of availability of more TV courses that meet institutional standards and lack of desirable blocks of time for airing instructional series. Consortium members felt that the absence of confirmed program schedules, announced far enough in advance of air date, was a further deterrent to the use of television for instruction.

Table 28:
**Conditions Related to the Use of Television For Instruction by Past and Future Uses, 1978-79 (Asked for All Respondents Not Using Television for Instruction)**

| | Past Instructional Uses | | | Future Plans for Instructional Uses | |
|---|---|---|---|---|---|
| | Yes (228) | No (941) | Total (1169) | Yes (431) | No (738) |
| This institution (is/is not) readily able to provide necessary support services (e.g., faculty registration procedures). | | | | | |
| Overall Importance | 63% | 63% | 63% | 68% | 60% |
| As a Contributor | 13 | 9 | 10 | 14 | 7 |
| As a Hindrance | 50 | 54 | 53 | 54 | 53 |
| Our faculty members (are/are not) sympathetic to the use of television for instruction. | | | | | |
| Overall Importance | 54 | 40 | 43 | 47 | 41 |
| As a Contributor | 21 | 9 | 12 | 19 | 7 |
| As a Hindrance | 33 | 31 | 31 | 28 | 34 |
| There (are/are not) courses available which meet the academic needs and standards of this institution. | | | | | |
| Overall Importance | 52 | 46 | 49 | 46 | 49 |
| As a Contributor | 23 | 9 | 13 | 18 | 9 |
| As a Hindrance | 29 | 37 | 36 | 28 | 40 |
| Print materials designed to accompany televised courses (are/are not) available. | | | | | |
| Overall Importance | 22 | 9 | 11 | 20 | 6 |
| As a Contributor | 13 | 3 | 5 | 9 | 3 |
| As a Hindrance | 9 | 6 | 6 | 11 | 3 |
| The TV outlet(s) (are/are not) consistent in the airing of tapes (e.g., programs aired in correct order, infrequent preemption). | | | | | |
| Overall Importance | 18 | 6 | 8 | 13 | 4 |
| As a Contributor | 9 | 3 | 4 | 8 | 1 |
| As a Hindrance | 9 | 3 | 4 | 5 | 3 |
| The TV outlet(s) (are/are not) consistent in handling tapes properly (e.g., mishandling, damage, and loss of tapes is rare). | | | | | |
| Overall Importance | 18 | 5 | 8 | 12 | 4 |
| As a Contributor | 11 | 3 | 5 | 8 | 2 |
| As a Hindrance | 7 | 2 | 3 | 4 | 2 |
| Desirable blocks of time (are/are not) available for airing instructional programs. | | | | | |
| Overall Importance | 36 | 19 | 23 | 29 | 19 |
| As a Contributor | 14 | 4 | 6 | 10 | 4 |
| As a Hindrance | 22 | 15 | 17 | 19 | 15 |

| | | | | | |
|---|---|---|---|---|---|
| Owners of the TV outlet(s) (are/are not) sympathetic to this institution's goals for television use. | | | | | |
| Overall Importance | 32% | 12% | 17% | 26% | 10% |
| As a Contributor | 15 | 4 | 7 | 13 | 2 |
| As a Hindrance | 17 | 8 | 10 | 13 | 8 |
| Program schedules (are/are not) confirmed and announced far enough in advance of air date. | | | | | |
| Overall Importance | 18 | 8 | 11 | 20 | 6 |
| As a Contributor | 10 | 3 | 4 | 7 | 2 |
| As a Hindrance | 17 | 5 | 7 | 13 | 4 |

**5. Variations Among Past and Future Users**

The 1169 institutions that did not use television for instruction in 1978-79 were asked whether they had ever used it for instruction and whether they planned to use it. Twenty per cent (228) reported that they had used television for instruction in the past and thirty-seven per cent (431) reported plans to use it. Table 27 shows that of the 228 institutions which had used TV for instruction, 61 per cent plan to use it; of the 941 institutions which had not used TV for instruction, 31 per cent plan to use it.

Those who had used television for instruction in the past tended to view more positively the conditions that were thought to affect the use of television for instruction. From Table 28, it can be seen that: (a) past users were, as a group, more opinionated about the conditions than non-users; (b) proportionately more past users checked factors as contributing to the use of television for instruction; (c) the major hindrance for both groups was the lack of institutional support; (d) other major hindrances for both groups were the lack of appropriate TV courses and lack of faculty commitment.

Those who plan to use TV for instruction tended to be more positive than those who did not. The major hindrance in the eyes of both groups remains the lack of institutional support followed by the lack of appropriate courses and lack of faculty commitment.

Those institutions which did not use television for instruction in 1978-79 but had used it in previous years were further divided into those who had not used television at all during that year and those who had used it only for non-instructional purposes such as promotion/recruitment and counseling. More than 50 per cent of the respondents in both groups cited the inability of the institution to provide necessary support services as a major impediment against instructional uses of television. Lack of appropriate courses was cited as an obstacle by 33 per cent of the non-users and only 16 per cent of the non-instructional users.

Table 29 shows the current allocation of TV effort by non-instructional users who had either used television for instruction in the past or planned to use it in the future. The table indicates that promotion/recruitment and "other" uses consumed the greatest proportion of effort in 1978-79. However, those institutions that

devoted more of their effort to counseling are more likely to have used television for instruction in the past and are more likely to have instructional plans for the medium.

It is possible that non-instructional uses of television serve as transitional uses for some institutions. Institutions that were making non-instructional uses of television in 1978-79 are more likely to have used television for instruction in the past and to have plans for future instructional uses than those institutions that were not using television at all (shown previously in Table 14.) It is also possible that some non-instructional uses of television (e.g., administrative and academic services and research) continue even during periods when television is not used for instruction.

Table 29: **Current Allocation of TV Effort by Past and Planned Future Uses of Television for Instruction, 1978-79 (Asked of Respondents Making Only Non-Instructional Uses of Television)**

| | Percentage of Current TV Effort Allocated to: | | | |
|---|---|---|---|---|
| | Counseling | Promotion/ Outreach | recruitment | Other |
| Previous instructional uses of television: | | | | |
| Yes | 21 % | 18 % | 31 % | 30 % |
| No | 14 | 19 | 38 | 29 |
| Total | 16 | 19 | 36 | 29 |
| Planned future instructional uses of television: | | | | |
| Yes | 16 | 21 | 37 | 25 |
| No | 16 | 15 | 37 | 32 |
| Total | 16 | 18 | 37 | 29 |

# Appendix A:
# Sample Survey Form

## SURVEY ON 1978-79 TELEVISION USES BY TWO-YEAR COLLEGES

**Purpose of Study**

This study has been carefully designed to assist the Association in identifying the current uses of television by two-year colleges and factors which contribute to or hinder those uses. This information will be provided in aggregate form (i.e., no individual institution will be identified at this stage) to persons who will be invited to participate in an Assembly which will examine current policies toward television and make recommendations for future policy consideration.

**Definition of Terms**

Throughout this survey form, terms appear which have specific meanings for the purpose of this study. They include:

a. ***television outlet***-any broadcast or non-broadcast entity, including public TV station, commercial TV station, cable system or closed circuit system.

b. ***on-campus instruction***- courses offered for students who meet on campus.

c. ***off-campus instruction***- courses offered for students who learn in their homes or places of employment or in community facilities such as libraries, museums, senior citizen centers, hospitals, etc.

d. ***this year***- the 1978-79 academic year.

THANK YOU FOR YOUR COOPERATION.

PLEASE COMPLETE THIS SURVEY EVEN IF YOUR INSTITUTION DOES NOT USE TELEVISION.

For assistance, or further information contact: Marilyn Kressel
AACJC

**Name of person completing this form:**

NAME: ☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐ 8-23
(last, first)
TITLE: ☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐ 24-39
STREET
ADDRESS: ☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐ 40-56

CITY: ☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐ 57-71

STATE: ☐☐ 72-73 ZIP CODE: ☐☐☐☐☐ 74-78

Respond to all questions by checking or filling in the appropriate boxes in this column.

1. Please indicate the ways in which your institution uses television. (Check ***all*** that apply.)

| | | ☒2 | |
|---|---|---|---|
| a. You do not use television in any way. | 1. a | ☐ | 8 |
| b. On-campus instruction (i.e., courses for students meeting on campus). | 1. b | ☐ | 9 |
| c. Off-campus instruction (i.e., courses for students who learn in their homes, offices, etc.). | 1. c | ☐ | 10 |
| d. Counseling (e.g., role-playing, self-reflection). | 1. d | ☐ | 11 |
| e. Outreach (e.g., providing non-instructional services, community forums, or information about the college to the community). | 1. e | ☐ | 12 |
| f. Promotion/recruitment (i.e., to attract new students to the college). | 1. f | ☐ | 13 |
| g. Staff development. | 1. g | ☐ | 14 |
| h. Other. (Specify)_____ | 1. h | ☐ | 15 |

(If you checked "a", go to question 9.)

2. Please indicate the ***percentage*** of your total television effort associated with each of the uses listed below. (Sum of the percentages should equal 100%.)

| | | | |
|---|---|---|---|
| a. On-campus instruction for credit. | 2. a | ☐☐☐ | 16-18 |
| b. On-campus instruction not for credit. | 2. b | ☐☐☐ | 19-21 |
| c. Off-campus instruction for credit. | 2. c | ☐☐☐ | 22-24 |
| d. Off-campus instruction not for credit. | 2. d | ☐☐☐ | 25-27 |
| e. Counseling. | 2. e | ☐☐☐ | 28-30 |
| f. Outreach. | 2. f | ☐☐☐ | 31-33 |
| g. Promotion/recruitment. | 2. g | ☐☐☐ | 34-36 |
| h. Other. (Specify)_____ | 2. h | ☐☐☐ | 37-39 |

NOTE: **Questions 3-8 should be completed only if you use television for on-campus or off-campus *instruction*. If you do not use television for instruction, skip to question 9.**

3. Which type(s) of television outlet(s) do you work with? (Check ***all*** that apply and identify as indicated.)

| | | | |
|---|---|---|---|
| a. Public TV station. (Name or call letters) _____ | 3. a | ☐ | 40 |
| b. Commercial TV station. (Name or call letters) _____ | 3. b | ☐ | 41 |
| c. Cable system. (Name) _____ | 3. c | ☐ | 42 |
| d. Campus closed circuit system. | 3. d | ☐ | 43 |
| e. Other. (Specify) _____ | 3. e | ☐ | 44 |

4. If you checked more than one type of television outlet in question 3, with which type do you work ***most*** closely? (Indicate ***one*** only.)

| | | | |
|---|---|---|---|
| a. Public TV station. | 4. a | ☐ | 45 |
| b. Commercial TV station. | 4. b | ☐ | 46 |
| c. Cable system. | 4. c | ☐ | 47 |
| d. Campus closed curcuit system. | 4. d | ☐ | 48 |
| e. Other. (Specify) _____ | 4. e | ☐ | 49 |

5. How many years have you had a relationship with that television outlet?

5. ☐☐ 50-51

6. Please describe your relationship with that television outlet. (Check ***all*** that apply.)

| | | | |
|---|---|---|---|
| a. College and outlet co-produce programs. | 6. a | ☐ | 52 |
| b. College produces programs using outlet facilities. | 6. b | ☐ | 53 |
| c. Outlet airs programs acquired by college. | 6. c | ☐ | 54 |
| d. Outlet airs programs produced by college. | 6. d | ☐ | 55 |
| e. Outlet acquires programs on behalf of college. | 6. e | ☐ | 56 |
| f. Outlet airs programs it selects and lets college offer them for credit. | 6. f | ☐ | 57 |
| g. Outlet provides promotion time for instructional programs. | 6. g | ☐ | 58 |
| h. Outlet provides college with preview facilities and time. | 6. h | ☐ | 59 |
| i. Outlet provides college with dubbing services. | 6. i | ☐ | 60 |
| j. Outlet provides college (or student directly) with support materials (e.g., study guides). | 6. j | ☐ | 61 |
| k. Outlet provides other services to college or students. (Specify) _____ | 6. k | ☐ | 62 |

7. Please describe your current (1978-79) experiences with ***courses*** (credit and non-credit) offered over television. (Answer ***all*** appropriate questions.)

| | | | |
|---|---|---|---|
| a. How many ***courses*** over television are you offering during 1978-79? | 7. a | ☐☐☐ | 63-65 |
| b. How many ***students*** do you expect to enroll in these courses? | 7. b | ☐☐☐☐☐ | 66-70 |
| c. Does the television outlet provide free air time? | 7. c | ☐ yes | 71-(1) |
| | | ☐ no | 71-(2) |
| d. How much per hour do you pay to lease air time? | 7. d | ☐☐☐☐ | 72-75 |
| e. How much per hour do you pay to lease production facilities? | 7. e | ☐☐☐☐ | 76-79 |

8. Is your institution a member of a consortium of colleges offering or producing televised courses? ☐ 3

| | | | |
|---|---|---|---|
| a. Yes Name _____ Location _____ | 8. a | ☐ | 8-(1) |
| b. No | 8. b | ☐ | 8-(2) |

9. If you are not now using television for instruction, have you ever used it?

| | | | |
|---|---|---|---|
| a. Yes | 9. a | ☐ | 9-(1) |
| b. No | 9. b | ☐ | 9-(2) |

10. If you are not now using television for instruction, do you plan to use it?

| | | | |
|---|---|---|---|
| a. Yes | 10. a | ☐ | 10-(1) |
| b. No | 10. b | ☐ | 10-(2) |

11. Please indicate which of the factors below have contributed to or hindered the use of television for instruction by your institution. (Check only those factors which have been most important and check only one column for any factor.)

| | | Contributed (1) | Hindered (2) |
|---|---|---|---|
| a. There (are/are not) courses available which meet the academic needs and standards of this institution. | 11. a | ☐ 11-(1) | ☐ 11-(2) |
| b. Owners of the TV outlet(s) (are/are not) sympathetic to this institution's goals for television use. | 11. b | ☐ 12-(1) | ☐ 12-(2) |
| c. Our faculty members (are/are not) sympathetic to the use of television for instruction. | 11. c | ☐ 13-(1) | ☐ 13-(2) |
| d. Desirable blocks of time (are/are not) available for airing instructional programs. | 11. d | ☐ 14-(1) | ☐ 14-(2) |
| e. The TV outlet(s) (are/are not) consistent in handling tapes properly (e.g., mishandling, damage, and loss of tapes is rare). | 11. e | ☐ 15-(1) | ☐ 15-(2) |
| f. The TV outlet(s) (are/are not) consistent in the airing of tapes (e.g., programs aired in correct order, infrequent pre-emption). | 11. f | ☐ 16-(1) | ☐ 16-(2) |
| g. Program schedules (are/are not) confirmed and announced far enough in advance of air date. | 11. g | ☐ 17-(1) | ☐ 17-(2) |
| h. Print materials designed to accompany televised courses (are/are not) available. | 11. h | ☐ 18-(1) | ☐ 18-(2) |
| i. This institution (is/is not) readily able to provide necessary support services (e.g., faculty contact, flexible registration procedures). | 11. i | ☐ 19-(1) | ☐ 19-(2) |

12. Is your institution interested in receiving technical assistance from AACJC in utilizing television for instruction?

| | | | |
|---|---|---|---|
| a. Yes | 12. a | ☐ | 20-(1) |
| b. No | 12. b | ☐ | 20-(2) |

13. Please designate a contact person at your institution who might provide more detailed information:

NAME: ☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐ 8-22
(last, first)

TITLE: ☐☐☐☐☐☐☐☐☐☐ 23-33

STREET ADDRESS: ☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐ 34-50

CITY: ☐☐☐☐☐☐☐☐☐☐☐☐☐ 51-63

STATE: ☐☐ 64-65 ZIP CODE: ☐☐☐☐☐ 66-70

TELEPHONE: ☐☐☐-☐☐☐-☐☐☐☐ 71-80

**Thank you for your cooperation and assistance. If you have additional comments about your institution's use of television which you think might help us in this project, please include them on a separate sheet of paper.**

# Appendix B: Responses to Survey Questions

In this Appendix, response frequencies are given for the questions in the order in which they were asked. Raw data are provided for the total working universe of 2993 colleges.

### 1. Types And Proportions of Television Use

Question 1 asked the respondents what use(s) they made of television (see Table B.1).

Question 2 asked them to allocate their total TV effort among the appropriate types of uses (see Table B.2).

This study found that 71 per cent of all colleges and universities in the country made some use of television in 1978-79. Heaviest use of television is for on-campus uses instruction for credit. Approximately one-half of all colleges use television in this way. Off-campus were reported by fewer than one out of four respondents.

Two characteristics of television use become clear in examining Table B.2: on-campus uses account for 52 per cent of the average total TV effort (compared to 14 per cent for off-campus uses); and credit instructional uses are much greater than non-credit instructional uses (55 per cent to 11 per cent). Non-instructional uses account for approximately 22 per cent of the average total television effort. "Other" uses of television, as described by the respondents, included teacher train-

Table B.1: **Types of Uses of Television, 1978-79 (Asked of All Respondents)**

* *Multiple responses were permitted, so column totals exceed 100 per cent.*

| 1. Please indicate the ways in which your institution uses television (Check *all* that apply) | | | Number (2993) | Per cent* |
|---|---|---|---|---|
| a. You do not use television in any way | 1. a | ☐ | 864 | 29 |
| b. On-campus instruction (i.e., courses for students meeting on campus) | 1. b | ☐ | 1685 | 56 |
| c. Off-campus instruction (i.e., courses for students who learn in their homes, offices, etc.) | 1. c | ☐ | 719 | 24 |
| d. Counseling (e.g., role-playing, self-reflection) | 1. d | ☐ | 9281 | 31 |
| e. Outreach (e.g., providing non-instructional services, community forums, or information about the college to the community) | 1. e | ☐ | 802 | 27 |
| f. Promotion/recruitment (i.e., to attract new students to the college) | 1. f | ☐ | 868 | 29 |
| g. Staff development | 1. g | ☐ | 667 | 22 |
| h. Other (Specify) | 1. h | ☐ | 447 | 15 |

Table B.2: **Allocation of Effort for TV Use, 1978-79 (Asked of Respondents Using Television)**

* *Total does not add to 100 per cent due to rounding.*

** *Includes staff development.*

| 2. Please indicate the *percentage* of your total television effort associated with each of the uses listed below. (Sum of the percentages should equal 100%) | | Average Portion of Total TV Effort at All Using Colleges* (2129) |
|---|---|---|
| a. On-campus instruction for *credit* | 2. a | 44% |
| b. On-campus instruction *not for credit* | 2. b | 8 |
| c. Off-campus instruction for *credit* | 2. c | 11 |
| d. Off-campus instruction *not for credit* | 2. d | 3 |
| e. Counseling | 2. e | 7 |
| f. Outreach | 2. f | 6 |
| g. Promotion/recruitment** | 2. g | 9 |
| h. Other (Specify)_____ | 2. h | 11 |

ing, TV production courses, performance analyses (e.g., in speech and drama classes), sports and athletics, research, and use as an artist's tool.

It is apparent from Tables B.1 and B.2 that some colleges use television in many ways: for non-instructional purposes, for supplement or enrichment in courses and for entire courses. For some subsequent analyses, colleges were forced into one of four discrete categories based on the "highest" level of use: no use, only non-instructional uses, supplementary instructional uses, course uses. Table B.3 summarizes the levels of use and shows that, overall, supplementary uses are most common followed by non-use, course use and non-instructional use. Sixty-one per cent (1,824) of the colleges and universities either offered courses over television or used television as an instructional supplement in 1978-79.

### 2. Distribution Outlets

One area emphasized in HEUS Phase I was the TV distribution outlets (i.e., public TV stations, commercial TV station, cable system, campus closed circuit system or other TV distribution system) with which colleges worked during 1978-79. These questions were completed only by the 1824 colleges that used television for on-campus or off-campus instruction during that year. The colleges were asked first to indicate *all* of the distribution outlets with which they worked (see Table B.4) and, if they worked with more than one, to indicate the one type of distribution outlet with which they worked *most closely* (see Table B.5).

Table B.3: **Summary of Types of Uses of Television, 1978-79**

| Type of Use | Total (2992) | Per cent (100) |
|---|---|---|
| Not using TV at all | 864 | 29 |
| Making Some use of TV | 2129 | 71 |
| Using *only* for non-instructional purposes | (305) | (10) |
| Using TV as instructional supplement | (1089) | (36) |
| Offering *courses* over TV | (735) | (25) |

Table B.4:
**All TV Outlets Used for Instruction, 1978-79 (Asked of Respondents Using Television for Instruction)**

* *Multiple responses permitted, so column totals exceed 100 per cent.*

| 3. Which type(s) of television outlet(s) do you work with? (Check *all* that apply and identify as indicated) | | | Number (1834) | Per cent* |
|---|---|---|---|---|
| a. Public TV station (Name or call letters) _____ | 3. a | ☐ | 850 | 46 |
| b. Commercial TV station (Name or call letters) _____ | 3. b | ☐ | 460 | 25 |
| c. Cable system (Name) _____ | 3. c | ☐ | 509 | 28 |
| d. Campus closed circuit system | 3. d | ☐ | 1089 | 60 |
| e. Other (Specify) _____ | 3. e | ☐ | 545 | 30 |

Table B.5:
**Primary TV Outlets Used for Instruction, 1978-79 (Asked of Respondents Using More than One TV Outlet for Instruction)**

| 4. If you checked more than one type of television outlet in question 3 with which type do you work *most* closely? (Indicate *one* only.) | | | Number (937) | Per cent (100) |
|---|---|---|---|---|
| a. Public TV station | 4. a | ☐ | 231 | 25 |
| b. Commercial TV station | 4. b | ☐ | 98 | 10 |
| c. Cable system | 4. c | ☐ | 117 | 12 |
| d. Campus closed circuit system | 4. d | ☐ | 367 | 40 |
| e. Other (Specify) _____ | 4. e | ☐ | 124 | 13 |

In general, colleges and universities work most often and most closely with their campus closed circuit systems, next with their local public television stations, next with "other" TV distribution outlets, then with cable systems and least with local commercial TV stations. "Other" TV distribution outlets, as specified by the respondents, included moveable videotape record/playback systems, instructional television fixed service (ITFS), satellite TV, campus library and resource centers and, microwave systems.

The responses to two questions (Tables B.4 and B.5) were combined to eliminate duplication and to create a new variable, "Sole and Primary TV Outlets" ("sole" in the case of colleges that worked with only one TV outlet and "primary" in the case of colleges that worked with more than one TV outlet). Table B.6 shows that even in this unduplicated variable campus closed-circuit systems outrank all other types of TV distribution outlets (42 per cent), followed by public television stations (22 per cent).

Most of the colleges and universities that used television for instruction in 1978-79 were not new to the medium. They averaged seven years with their sole or primary TV outlet. (See Table B.7.) The range was from one to 30 years. Only seven per cent were in their first year of experience.

There seems to be a wide diversity among the institutions and how they relate

Table B.6:
**Sole or Primary TV Outlets Used for Instruction, 1978-79 (Computed for All Respondents Using Television for Instruction)**

| Type of TV Outlet | Total (1824) | Per cent (100) |
|---|---|---|
| Public TV Station | 393 | 22 |
| Commercial TV Station | 126 | 7 |
| Cable System | 163 | 9 |
| Campus Closed-circuit System | 770 | 42 |
| Other | 372 | 20 |

Table B.7:
**Number of Years Working With Sole/Primary TV Outlet, 1978-79 (Asked of Respondents Using Television for Instruction)**

| | Total (1824) |
|---|---|
| Number of years: | |
| Mean | 7 |
| Median | 5 |
| Mode | 5 |

to their sole or primary TV distribution outlets (see Table B.8.) No one characteristic emerged as dominant although highest on the list was "Outlet airs programs produced by college" followed by "Outlet airs programs acquired by college." Both of these characteristics emphasize the active role of the colleges. Least frequent characteristics include TV outlet providing support materials (e.g., study guides) to college or student, TV outlet providing promotion time and TV outlet acquiring programs on behalf of the college. Both of these characteristics emphasize active roles for the TV outlet.

"Other services" provided by the TV outlet to the college or students included laboratory internships and other student training, consortium services, public service announcements (PSAs), dedicated cable channels, tape loans, technical assistance and subscriber mailing lists (cable).

### 3. Courses Offered Over Television

While supplemental and non-instructional uses of television were measured in this study, the focal point was credit and non-credit courses offered over television. Seven hundred thirty-five (735) colleges (25 per cent of all colleges) were found to have offered one or more courses over television in 1978-79 (see Table B.9). Although the mean number of courses offered by those 735 colleges was nine, the median was four and the mode was one, an indication that a relatively few colleges tended to inflate the median by offering unusually higher numbers of courses over television. The aggregate number of courses offered by the 735 colleges was 6884.

Average enrollments also tended to be skewed by a relatively few institu-

tions which reported high average enrollments per course. The average enrollment per institution was 678 in nine courses or an average of 75 per course. However, the median was 100 enrollments in four courses and the mode was 20 enrollments in one course. The aggregate number of enrollments generated was 498,201. From these figures it would seem that, with a few exceptions, courses over television are not enrolling many more students than enrollments reported for traditional campus courses.

Table B.8: **Characteristics of Relationship With Sole/Primary TV Outlet, 1978-79 (Asked of Respondents Using Television for Instruction)**

** Multiple responses permitted, so column totals exceed 100 per cent.*

| 6. Please describe your relationship with that television outlet. (Check *all* that apply.) | | | Number (1824) | Per cent* |
|---|---|---|---|---|
| a. College and outlet co-produce programs | 6. a | ☐ | 358 | 20 |
| b. College produces programs using outlet facilities | 6. b | ☐ | 429 | 24 |
| c. Outlet airs programs acquired by college | 6. c | ☐ | 529 | 29 |
| d. Outlet airs programs produced by college | 6. d | ☐ | 560 | 31 |
| e. Outlet acquires programs on behalf of college | 6. e | ☐ | 288 | 16 |
| f. Outlet airs programs it selects and lets college offer them for credit | 6. f | ☐ | 326 | 18 |
| g. Outlet provides promotion time for instructional programs | 6. g | ☐ | 290 | 16 |
| h. Outlet provides college with preview facilities and time | 6. h | ☐ | 332 | 18 |
| i. Outlet provides college with dubbing services | 6. i | ☐ | 306 | 17 |
| j. Outlet provides college (or student directly) with support materials (e.g. study guides) | 6. j | ☐ | 244 | 13 |
| k. Outlet provides other services to college or students (Specify) | 6. k | ☐ | 410 | 23 |

Table B.9: **Course Offerings And Enrollments In Courses Over Television, 1978-79 (Asked of Respondents Offering Courses Over Telvision)**

| Courses/Enrollments | Total (735) |
|---|---|
| Estimated Aggregate Total N. of Courses | 6884 |
| Courses Reported Per College | |
| Mean | 9 |
| Median | 4 |
| Mode | 1 |

Table B.9: (Continued) **Course Offerings And Enrollments In Courses Over Television, 1978-79 (Asked of Respondents Offering Courses Over Telvision)**

| Courses/Enrollments | Total (735) |
|---|---|
| Estimated Aggregate Total N. of Enrollments | 498201 |
| Enrollments Reported Per College | |
| Mean | 678 |
| Median | 100 |
| Mode | 20 |

Only 162 of the 735 colleges which offered courses over television in 1978-79 reportedly paid to lease air time for those courses. The average amount paid for air time was $117 per hour with a range from $10 to $375 per hour. Even fewer (16 of 735) leased production facilities. The average paid for production facilities was $102, with a range from $18 to $225. (Whether this wide range is reflective of different rates charged or different facilities being leased or other factors is something the present study cannot answer.)

**4. Consortium Membership**

On the surface it would seem that TV consortia have not yet emerged as an important factor in the use of television for instruction by most institutions. Only 28 per cent of all institutions using television for instruction reported that they were members of TV consortia. (See Table B.10.) However, further probing of this phenomenon yielded some interesting findings which will be described in the main body of the report.)

**5. Past and Future Uses of Television for Instruction**

The 1169 institutions which claimed they were not using television for instruction in 1978-79 were asked whether they had ever used it in the past or whether they intended to use it in the future. Twenty percent (228) indicated that they had used TV for instruction in the past and 37 per cent (431) had plans to use it in the future (Table B.11). Further analyses revealed that of those who *had used* television for instruction in the past, 61 per cent plan to use it in the future; of those who *had not used* television for instruction in the past, 30 per cent plan to use it in the future. This indicates that many institutions which discontinue the use of television for instruction do so only temporarily.

Table B.10: **Television Consortium Membership, 1978-79 (Asked of Respondents Using Television for Instruction)**

| | | | Number (1824) | Per cent (100) |
|---|---|---|---|---|
| 8. Is your institution a member of a consortium of colleges offering or producing televised courses? | | | | |
| a. Yes Name _____Location _____ | 8. a | ☐ | 516 | 28 |
| b. No | 8. b | ☐ | 1308 | 72 |

Table B.11: **Past and Future Uses of Television for Instruction, 1978-79 (Asked of Respondents Not Using Television for Instruction)**

| | | | Number (1169) | Per cent (100) |
|---|---|---|---|---|
| 9. If you are not now using television for instruction, have you ever used it? | | | | |
| a. Yes | 9. a | ☐ | 228 | 20 |
| b. No | 9. b | ☐ | 941 | 80 |
| 10. If you are not now using television for instruction, do you plan to use it? | | | | |
| a. Yes | 10. a | ☐ | 431 | 37 |
| b. No | 10. b | ☐ | 738 | 63 |

### 6. Conditions Related to the Use of Television for Instruction

The three most important conditions related to the use of television for instruction were found to be institutional support, faculty commitment and available courses. Sixty-two per cent of the respondents checked "This institution (is/is not) readily able to provide necessary support services (e.g., faculty contact, flexible registration procedures)" as either a contributing or hindering factor—22 per cent as contributing and 40 per cent as hindering. (See Table B.12.) Sixty per cent checked the statement, "Our faculty members are/are not) sympathetic to the use of television for instruction"—27 per cent as a contributing factor and 33 per cent as a hindering factor. Fifty-four per cent checked "There (are/are not) courses available which meet the academic needs and standards of this institutions"—26 per cent as contributing to and 28 per cent as hindering the use of television for instruction.

The two least important factors were the TV outlet's handling and airing of the tapes.

Each of the factors is listed in descending order of importance as both contributors to and hindering the use of television for instruction:

Table B.12: **Conditions Related to the Use of Television for Instruction, 1978-79 (Asked of All Respondents)**

* *Mutliple responses were permitted, so column totals exceed 100 per cent.*

11. Please indicate which of the factors below have contributed to or hindered the use of television for instruction by your institution. (Check only those factors which have been *most* important and check only *one* column for any factor.)

| | | Contributed | | Hindered | |
|---|---|---|---|---|---|
| | | Number (2993) | Per cent* | Number (2993) | Per cent* |
| a. There (are/are not) courses available which meet the academic needs and standards of this institution | 11. a | 781 | 26% | 844 | 28% |
| b. Owners of the TV outlet(s) (are/are not) sympathetic to this institution's goals for television use. | 11. b | 620 | 21 | 275 | 9 |
| c. Our faculty members (are/are not) sympathetic to the use of television for instruction. | 11. c | 811 | 27 | 982 | 33 |

| | | Contributed | | Hindered | |
|---|---|---|---|---|---|
| | | Number (2993) | Per cent* | Number (2993) | Per cent* |
| d. Desirable blocks of time (are/are not) available for airing instructional programs. | 11. d | 443 | 15 | 578 | 19 |
| e. The TV outlet(s) (are/are not) consistent in handling tapes properly (e.g., mishandling, damage, and loss of tapes is rare). | 11. e | 440 | 15 | 108 | 4 |
| f. The TV outlet(s) (are/are not) consistent in the airing of tapes (e.g., programs aired in correct order, infrequent preemption). | | | | | |
| g. Program schedules (are/are not) confirmed and announced far enough in advance of air date. | 11. g | 488 | 16 | 350 | 12 |
| h. Print materials designed to accompany televised courses (are/are not) available. | 11. h | 515 | 17 | 248 | 8 |
| i. This institution (is/is not) readily able to provide necessary support services (e.g., faculty contact, flexibleregistration procedures). | 11. i | 661 | 22 | 1197 | 40 |

| **Contributing to:** | | **Hindering:** | |
|---|---|---|---|
| Faculty commitment | 27% | Institutional support | 40% |
| Available courses | 26 | Faculty commitment | 33 |
| Institutional support | 22 | Available courses | 28 |
| TV owners' attitude | 21 | Air times | 19 |
| Print materials | 17 | Confirmed program schedules | 12 |
| Confirmed program schedules | 16 | TV owners' attitude | 9 |
| Air times | 15 | Print materials | 8 |
| Tape handling | 15 | Tape airing | 5 |
| Tape airing | 15 | Tape handling | 4 |

Some factors both contribute to and hinder the use of television for instruction at large numbers of institutions. The fact that the first three factors on each line are identical is testimony to their importance for the successful use of television for instruction.